FIND YOUR VOICE

Agency 21

In collaboration with the University of Tennessee Public Speaking Center

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Who We Are

Agency 21 is a full-service public relations agency based in Knoxville, Tennessee, dedicated to helping clients build brand identities and reach target audiences. Composed of five hard-working women, our dedicated team prides itself on its ability to assist clients at every stage of the business journey.

Team Leader - Maddie Williams

Maddie is a senior at the University of Tennessee pursuing double bachelor's degrees in public relations and psychology. She currently works at Pilot Company as a Well-being and Benefits intern, where she merges her passions for design and wellness. After graduation, Maddie plans on attending graduate school to pursue a master's degree in health and risk communications.

Research Director - Courtney Harkleroad

Courtney is a senior public relations student at the University of Tennessee. She is minoring in psychology and business administration. She is currently working as a marketing intern with VolDining. This internship has helped hone her social media, writing, and event management skills. Upon graduation, Courtney hopes to continue growing her public relations career in the entertainment, beauty, or travel industries.

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Director of Media Relations - Sarah Proctor

Sarah is a senior at the University of Tennessee specializing in public relations and business management. Sarah works in social media and event management at Dominos. Throughout these internships, Sarah has demonstrated expertise in digital communications and media outreach for both the private and public sector. Once she graduates, Sarah hopes to work in social media for athletics teams.

Copywriter - Jenna Brown

Jenna, a senior at the University of Tennessee, is pursuing a degree in public relations with a minor in advertising and social media analytics. Jenna has a passion for writing and has honed her craft while working for The Daily Beacon. Here, she has gained journalistic experience, published articles and attained the knowledge to become a better writer. Post-graduation, Jenna hopes to find a career that meshes her love for writing, creativity and media relations within a PR agency.

Graphic Designer - Paige Abid

Paige is a senior at the University of Tennessee pursuing her bachelor's degree in public relations and minoring in journalism. Paige discovered her passion for graphic design while taking a specialized course in her sophomore year. Since then, she has embarked on a creative journey that has taken her all the way to Lisbon. Upon graduation, she is hoping to pursue her master's in public relations.

COMMUNITY ACKNOWLEDGMENT

Dear Megan Fields, Director of the Public Speaking Center

On behalf of Agency 21, we would like to extend our sincerest thanks for the opportunity to collaborate with you on our campaign, "Find Your Voice." This partnership has allowed us to develop a campaign thoughtfully designed to address some of the key challenges facing the Public Speaking Center. We deeply appreciate your commitment to the center and the trust you've placed in us to help bring your goals to life.

Throughout this process, your active participation, engagement, and valuable feedback have been instrumental in guiding us as we collect data and craft the strategy for this campaign. From taking the initiative to promote the Public Speaking Center to dedicating your time as a mentor and tutor, your dedication to supporting the center's success has been truly inspiring.

Once again, thank you for your support, your dedication, and your belief in the potential of this campaign and in the impact the University of Tennessee's Public Speaking Center can have on its students. We are excited to continue working with you as you strive to better serve the students of UT Knoxville.

With appreciation,

AGENCY 21

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

The research aimed to assess University of Tennessee students' awareness and attitudes toward the Public Speaking Center (PSC) and Tennessee Online Public Speaking Center (TOPS), as well as explore how social media can enhance engagement. The study sought to understand student perceptions and identify ways to increase interaction with these centers. Key research questions focused on awareness, attitudes, barriers to usage, and strategies for engagement.

The survey, conducted from Oct. 4–17, 2024, included 428 students (a sample from the target population of the 36,204 students at UT). Results showed that most students were unaware of the PSC and TOPS, although 74.2% recognized the value of the PSC in improving public speaking. Among those who used the PSC, satisfaction was mixed—32.7% were satisfied, while 60% were neutral. Common reasons for not using the centers included a lack of perceived need or self-confidence in public speaking, as well as anxiety about seeking help.

The study also revealed that students appreciated other academic support centers for their supportive, nonjudgmental environments, which could inform improvements at the PSC. Demographically, the majority of respondents were white, female, and aged 18-24, with many involved in Greek life.

The research led to the "Find Your Voice" campaign, which aims to position the PSC as the primary resource for public speaking support. The campaign will increase awareness, improve attitudes, and boost engagement through strategies such as an Instagram presence and physical marketing materials. Evaluation will involve tracking PSC usage, social media engagement, and pre/post-campaign surveys.

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The campaign's goal is to create a supportive atmosphere around public speaking, build student confidence, and highlight the PSC's value for academic and career development. Recommendations include collaborating with campus influencers, gathering ongoing feedback, and maintaining promotional efforts to expand PSC outreach and effectiveness.

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Problem Statement

Based on preliminary discussions with the University of Tennessee Public Speaking Center (PSC) and the digital Tennessee Online Public Speaking Center (TOPS), it is evident that they are dissatisfied with current levels of awareness and student engagement. This lack of awareness may be attributable to several underlying issues, including the center's location in the College of Communication and Information and a lack of a social media presence. On a deeper level, the fear of public speaking amongst students may explain the lack of engagement, directly discouraging students from seeking help. If these problems are not resolved, the PSC and TOPS will continue to deal with students' lack of awareness and below-expected attendance and engagement. Capitalizing on their opportunities for engagement/awareness and playing into their strengths would allow the PSC to move in a positive direction by gaining more public support. If this problem is efficiently managed, the PSC could see an increase in student interest, attendance, campus partnerships and greater funding for the future.

Internal Factors

The PSC and TOPS do not have official mission, vision, or values statements that are expressed to publics. However, their unofficial mission is to provide tools to help students become better communicators and feel confident in their public speaking abilities. Their general vision is to be a source of supplemental instruction in research, composition, delivery, self-recording, and self-evaluation for visitors from all disciplines on the University of Tennessee (UT) campus. Furthermore, the centers are rooted in being organizations that treat students with respect and act as a safe space for students to become effective communicators.

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The PSC has been operating for 15 years under the leadership of John Haas. Megan Fields joined in 2014. Peyton Manning, a highly involved donor for the College of Communication and Information at UT, donated $1 million in honor of Haas, who was his previous advisor during Manning's undergraduate education at UT (Blakely, 2016). Manning's talent and enthusiasm for public speaking ultimately led Haas to create the Public Speaking Center. After the original opening of the PSC, Haas created TOPS as a digital extension of the PSC for experiential learning and accessible information.

The PSC currently has about 20 employees. The employees consist of a coordinator, full-time instructors, and graduate student assistants. The coordinator, Megan Fields, takes on an executive role in the center, while the instructors and graduate students are available to help any student that comes into the center.

External Factors

To best analyze external factors that could impact the public speaking center, the research team conducted a P.E.S.T. analysis. Politically, the PSC and TOPS are operated by the College of Communication and Information at the University of Tennessee, Knoxville, which is a public university in Tennessee. Peyton Manning, the chief patron of the PSC, donates his contributions to the university, the university then distributes the allotted funds to the Public Speaking Center.

Environmentally, the PSC is in a difficult location with various competing centers around campus. The PSC also has no revenue streams since the university does not place ads for the center on their website.

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Socially, students have difficulties visiting the PSC, partly because the center's hours conflict with popular class times. This, coupled with the fact that evening practice hours are not offered at the PSC, shows a direct conflict in the PSC's availability and consumers' habits. However, TOPS is more accessible for many students, as it is easier to digitally visit at any time.

From a technological standpoint, the PSC and TOPS are advanced. At their in-person center, the PSC offers soundproof, private rooms and projectors for presentation simulations. TOPS allows students to digitally practice their public speaking skills from the comfort of their own home, which is a technological advantage for the center.

Competing Forces & Factors

Personal tutoring, the writing center and online tutoring services are direct competitors to the UT Public Speaking Center. These services overlap with what TOPS and the UT public speaking center provides. While the writing center does not directly compete with the Public Speaking Center, it is performing better in terms of student engagement. UT tutoring services are not to be put against one another, but tutoring services outside of UT could be the main threat to the Public Speaking Center's numbers.

Relevant Stakeholders

The PSC's key internal stakeholders are:
- the center's employees
- the professors that are required to spend at least an hour helping students per week at the center
- the donors responsible for creating and funding the center

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Key external stakeholders include:

- students enrolled in public speaking courses
- students interested in improving their public speaking skills

The PSC and TOPS welcome all to receive help, including professors and community members that want to improve their speaking skills or work on a speech for an event.

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Strengths:
- Multiple locations (CCI and
- Hodges)
- Online options (TOPS)
- Sound-proof rooms
- Offers help with different aspects of a presentation
- One-on-one personalized help

Weaknesses:
- Both locations are hard to navigate and reach
- Faculty are hesitant to promote the program
- Promotions for the center take place around the middle of the semester (not earlier)
- No partnerships
- Inconsistent branding and
- little differentiation between TOPS and public speaking center
- Lack of social media presence

Opportunities:
- Reach a larger audience on campus
- Increase awareness of the PSC
- New branding/advertising
- Collaboration with UT social media accounts
- Increase the amount of UT faculty who advocate for the Public Speaking Center
- Partnerships with other organizations on campus
- Large potential audience (majority of students take a public speaking class)
- Lean into the common fear of public speaking - i.e., nerves, anxiety

Threats:
- Student Writing Center
- Personal tutoring (online and in-person)

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Strengths

The PSC and TOPS are in a favorable position to help UT students become more competent public speakers. A major strength the organization possesses is the unique opportunity they provide UT students to practice and advance their public speaking skills, which is a common fear amongst students. In a study conducted by researchers at the University of Minas Gerais researchers found that 63.9% of students reported a fear of public speaking (Marinho, Gama, Texiera and de Medeiros, 2017). The PSC offers soundproof rooms and video recording to help a student feel comfortable while practicing, but also the chance to watch themselves present. Not only does the center prioritize the delivery of a presentation, but all other elements as well. They offer one-on-one personalized help with research, presentation outlines, body language, and visual aids. The PSC has two locations on the UT main campus. Since TOPS is an online service, it brings another strength in its consistent availability and depersonalized experience for students who may be afraid to speak in front of other people. Since public speaking is such a common fear, another great strength of the PSC is its staff, who are non-judgmental and willing to help students succeed.

Weaknesses

The PSC and TOPS have several weaknesses that need to be addressed. One of the more apparent weaknesses would be their lack of promotion and faculty buy-in. Faculty who participate in the PSC are hesitant to promote the program, according to the director.

Opportunities

While the PSC and TOPS are facing some challenges, there are many growth opportunities. The biggest opportunity is expanding their audience and

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overall reach on campus. Due to public speaking being a required course, there is a large potential audience for the centers. If the PSC and TOPS grows their audience, awareness and engagement with the centers will grow as well. Increasing the amount of UT faculty who advocate for the PSC and TOPS is another way to grow awareness throughout campus. Another opportunity is to create a social media presence. Social media is very popular with the target audience. Researchers Lenhart, Purcell, Smith, and Zickuhr (2010) found that 72% of all college students have a social media account and 45% of college students use a social media site at least once a day. By posting continuous content, the PSC and TOPS could gain the attention of students across campus. If the PSC and TOPS properly utilize social media, it will open the doors for potential collaborations with other UT social media accounts. Aside from social media, the PSC and TOPS can collaborate with campus organizations and events to make its presence on campus stronger. The Student Writing Center, Frieson Black Cultural Center, first-year studies, and freshman orientation are all examples of potential collaborations. Lastly, public speaking in itself can be very daunting and evoke emotions of anxiety and fear. There is a great opportunity to help students ease their anxieties about public speaking in general.

Threats

The main threat to the PSC and TOPS is the Student Writing Center at the University of Tennessee. The Student Writing Center can help students research, write, and edit papers for various classes. While the PSC's focus is teaching students how to comfortably speak in front of others, they also help students research and edit. The Student Writing Center takes away potential students and clients, especially since the Student Writing Center is generally more well-known. The other threat to the PSC is personal tutoring, both

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online and in-person. Personal tutoring is another way students can get one-on-one teaching time. Furthermore, online tutoring can feel more impersonal to students, which may help students feel more comfortable in a public speaking situation.

Current Situation

Previously, there have been little public relations efforts undertaken to improve awareness of the PSC and TOPS, which likely has exacerbated the issues it has been struggling with. There are a few recorded videos on their website from several years ago that are outdated and text heavy. The research team has surmised that this campaign is the first public relations effort focused on the PSC and TOPS.

It is evident that the current state of the PSC and TOPS programs could be improved upon. As previously mentioned, the websites are static and outdated. However, the centers are spearheaded by two passionate individuals who are committed to helping students. Students are able to get one-on-one attention in the center, but TOPS is defunct in a sense, as there have been no significant updates made since 2020.

The main problems that need to be addressed by the campaign are the low student engagement rates and the lack of awareness surrounding the PSC and TOPS. The organization's end goal is to become a premier experiential learning center at the University of Tennessee. With this in mind, the expectations for this campaign include increased student engagement rates, improved social media presence, and a more positive reputation for the centers on a campus-wide scale.

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Anticipated Problems

Two notable problems might be encountered during the campaign. The first being the limited budget. Together, the centers have a campaign budget of less than one thousand dollars. An additional issue could be a lack of coordination between graduate students working at the centers and Agency 21 in regard to posting and distributing content. This could create overlap in our campaigns. Finally, media fragmentation could cause issues, with the agency having a harder time reaching their target audience. The research team will keep these in mind and work to come up with a beneficial solution for TOPS and the PSC.

RESEARCH REPORT

RESEARCH REPORT

This document is a report and analysis of the research conducted by Agency 21 for the Public Speaking Center (PSC) and Tennessee Online Public Speaking Center (TOPS). In this report, information pertaining to the PSC and TOPS can be found in chronological order in which the research was created, conducted and evaluated.

Primary Research

Research Goal

The purpose of the research project is to gain a baseline understanding of University of Tennessee students' awareness levels and attitudes toward the Public Speaking Center and the Tennessee Online Public Speaking Center. The research team also hopes to understand how various tactics could influence students to engage with the centers.

Research Questions

1. To what extent are students at the University of Tennessee aware of the PSC and TOPS?
2. What are UT students' current attitudes toward the Public Speaking Center?
3. What initiatives could the PSC use to engage with UT college students?
4. What obstacles are preventing students from using the PSC and TOPS?

Research Objectives

1. Survey 400 UT students by Oct. 11, 2024, in order to collect data on student consumer behavior.
2. Analyze all data by Oct. 16, 2024, to make conclusions about student consumer habits.

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Methodology

Population

The target population for this study consisted of students at the University of Tennessee. At the time of the research, the university had a total enrollment of 36,304 undergraduate and graduate students. The demographic breakdown revealed that 45.4% of the student population identified as male, while 54.6% identified as female. Furthermore, 18.4% of students identified as individuals of color, with 4.2% identifying as Black or African American, 5.9% as Hispanic/Latinx, and 4.7% as Biracial or Multiracial (U.S. Department of Health and Human Services, 2024).

The research team aimed to collect data from a sample of 400 students to ensure an accurate and representative analysis of the student population. By striving for a sample size of 400, the team sought to increase the validity and reliability of the findings, allowing for meaningful insights into the perspectives of diverse student demographics. This approach was important for understanding the broader student experience at the University of Tennessee and contributed to the study's overall goal of addressing the specific research questions posed.

Sample & Sampling Technique

The target sample of this survey was 18-24-year-old undergraduate and graduate students at the University of Tennessee. The study collected data from 428 students within this general population. Due to limited time and budget, convenience sampling was used as the primary technique. To address potential biases that could have arisen due to this technique, efforts were made to reach diverse groups of students across different levels of study and disciplines. Participants were primarily recruited via digital outreach, such as

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email invitations and GroupMe. Professors across various UT departments were also asked to distribute the survey to their students, increasing the overall response rate. Due to the limited budget, participants were not offered incentives.

Instrument
The survey was conducted through Qualtrics and included 25 questions, four of which were open-ended and the remaining 21 were multiple-choice. Before beginning the survey, each student was informed of its purpose and provided informed consent to participate.

The survey followed a structured format:
- Awareness: The first set of questions assessed students' awareness of the PSC and TOPS.
- Attitudes: The next section focused on students' attitudes toward the PSC, looking at their likelihood of using the center and their reasons for not seeking help, if applicable.
- Initiatives: Students were then asked about potential PSC initiatives that could encourage future engagement.
- Demographics: Finally, the survey collected basic demographic information such as age, gender, race, year in university, and Greek affiliations.

Data was collected anonymously to protect participants' privacy.

Data Collection Procedures
The data was collected through an interactive survey that opened on Oct. 4 at noon and closed on Oct. 17 at 4:00 p.m. It was active for 13 days.

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Data Analysis

SPSS Statistics software was used to help navigate the data analysis process. Once data collection had closed, descriptive statistics were run to find the mean, median, mode, and potential data outliers. Cross tabs helped to determine connections between the different variables.

The team conducted a thematic content analysis to analyze and organize the qualitative data. This type of content analysis helped discover recurring themes and patterns throughout the responses. AI technology was also used to help organize this qualitative data.

Findings

Survey Demographics

All participants were under the age of 30, and 93.5% of survey respondents were between the ages of 18 and 24. Female respondents made up the majority of the survey respondents, 74.4%, while male respondents were 24.4%. The rest of the participants made up 1.2% of the survey and either preferred not to respond or identified as transgender.

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Which race or ethnicity best describes you? (Please choose only one). - Selected Choice
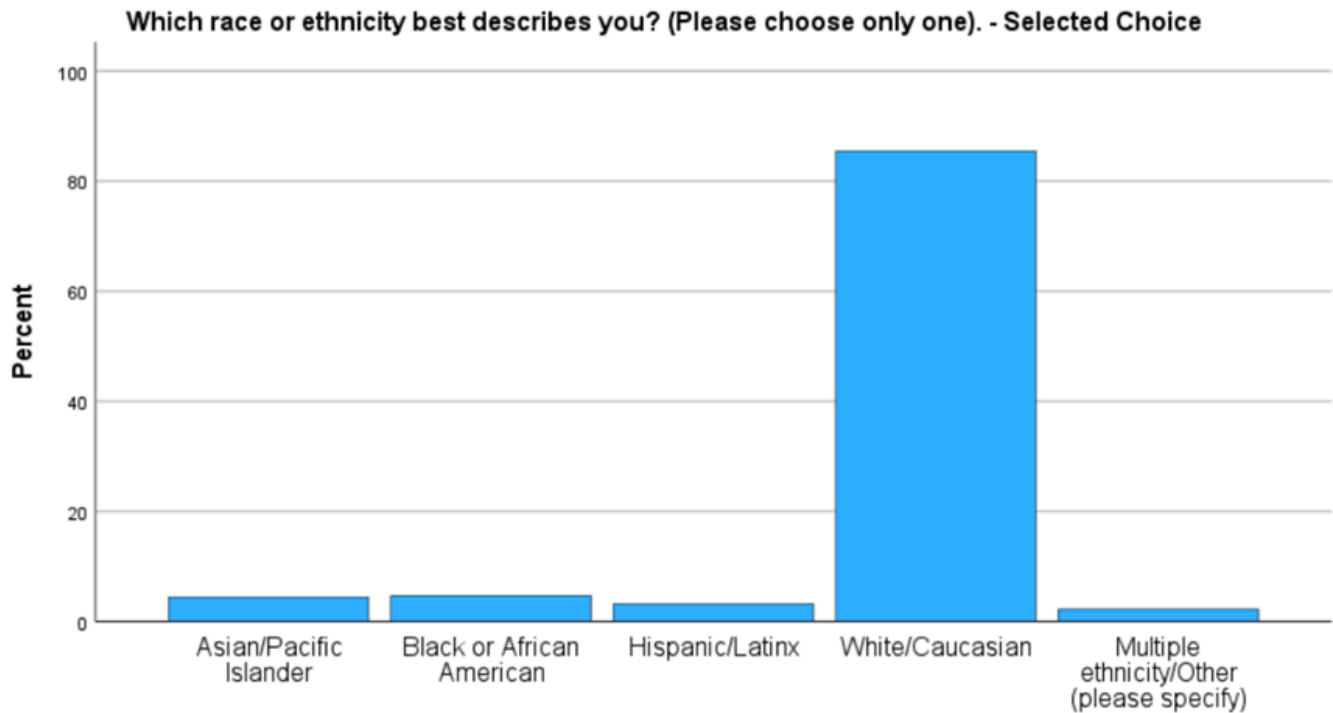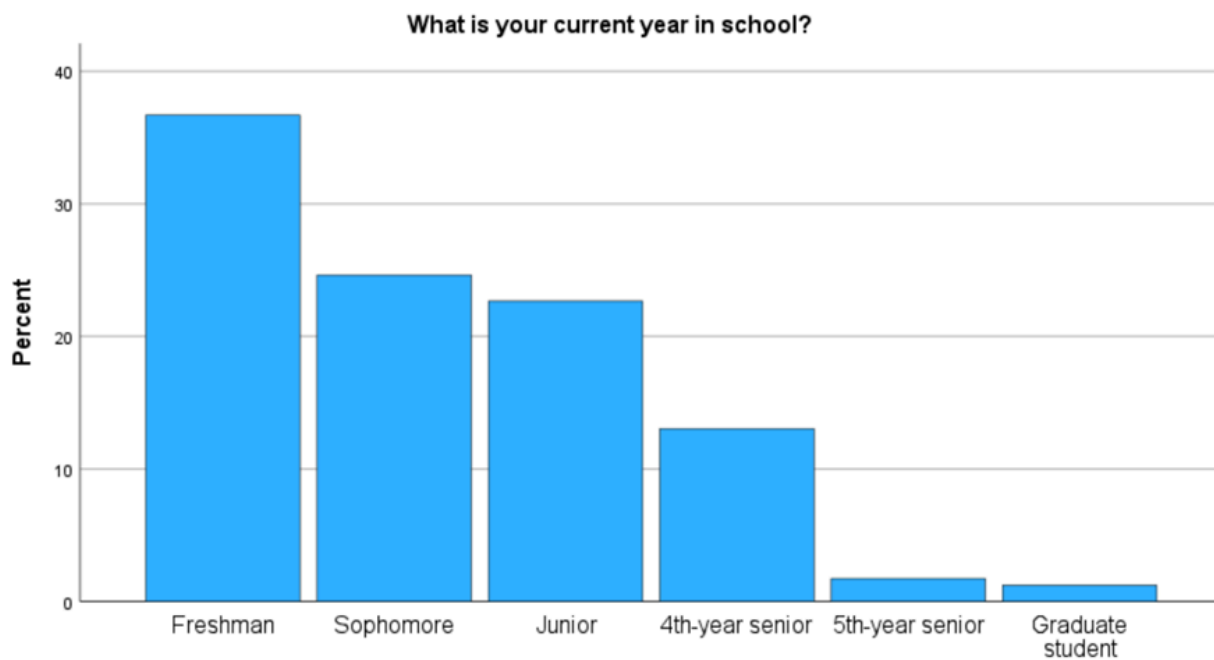

Ethnically, 85.5% of survey respondents identified as white. Asian/Pacific Islander, Black, Multiethnic, and Latinx participants comprised the minorities, with each around 3-4%.

Exactly half of the respondents reported being in a sorority or fraternity.
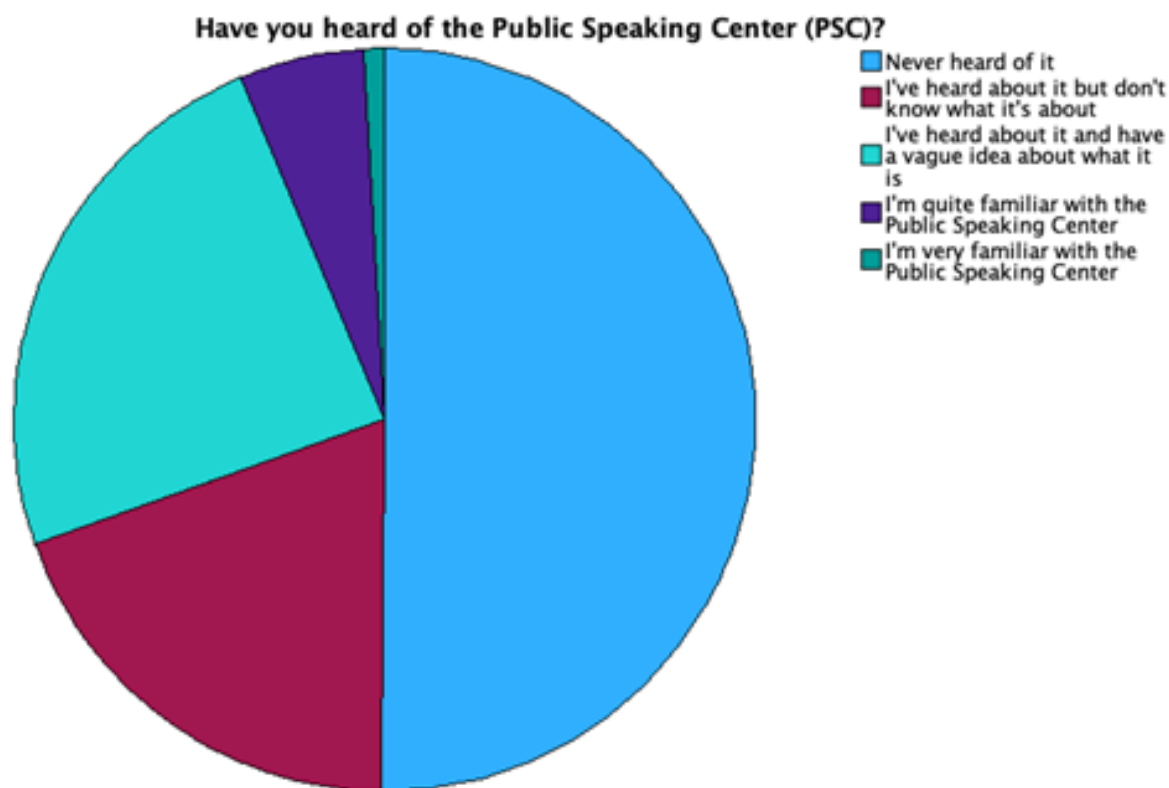
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What is your current year in school?

The class year was more representative of the UT population. Freshmen, sophomores, and juniors make up the majority of the undergraduate student body.
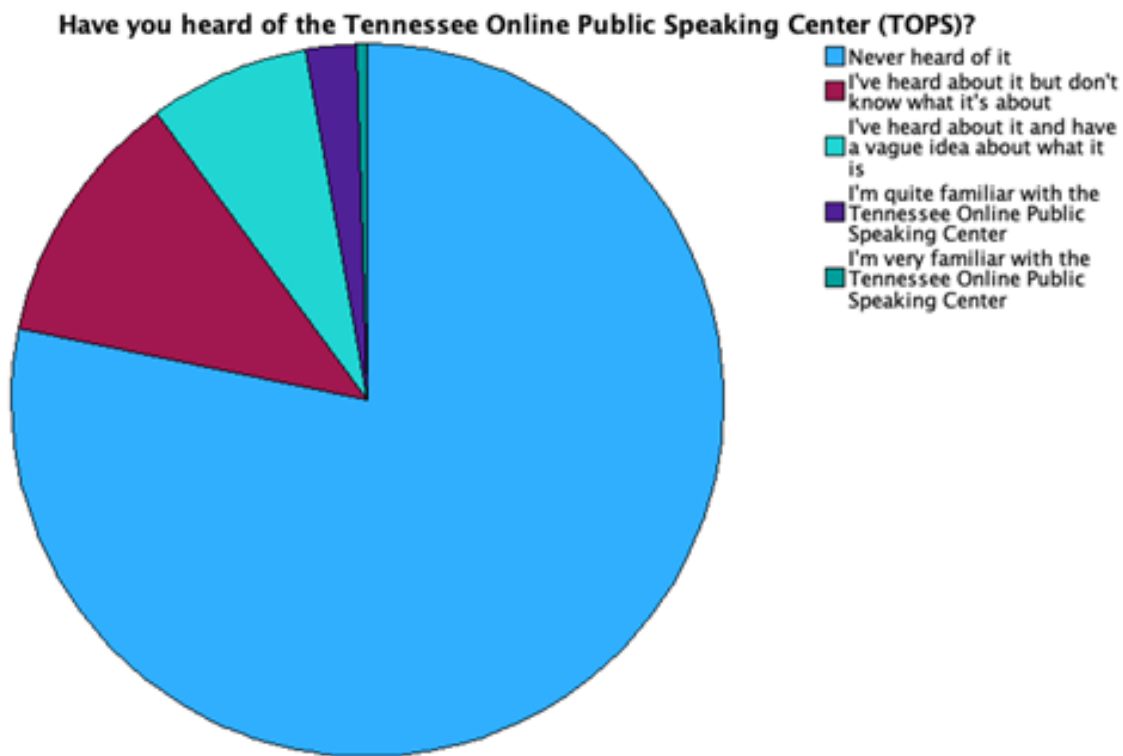
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RQ 1: To what extent are students at the University of Tennessee aware of the PSC and TOPS?

Have you heard of the Public Speaking Center (PSC)?

Legend:
- Never heard of it
- I've heard about it but don't know what it's about
- I've heard about it and have a vague idea about what it is
- I'm quite familiar with the Public Speaking Center
- I'm very familiar with the Public Speaking Center

When 427 students were asked if they had heard of the PSC, 50.1% (n=214) of students had never heard of the center. Of those participants, 5.4% (n=23) were quite familiar, and only .9% (n=4) were very familiar with the center.

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Have you heard of the Tennessee Online Public Speaking Center (TOPS)?

Legend:
- Never heard of it
- I've heard about it but don't know what it's about
- I've heard about it and have a vague idea about what it is
- I'm quite familiar with the Tennessee Online Public Speaking Center
- I'm very familiar with the Tennessee Online Public Speaking Center

Of the 427 responses regarding the awareness of TOPS, 78.2% (n=334) of students had never heard of TOPS. Regarding familiarity, only 2.3% (n=10) were quite familiar, and .5% (n=4) were very familiar.
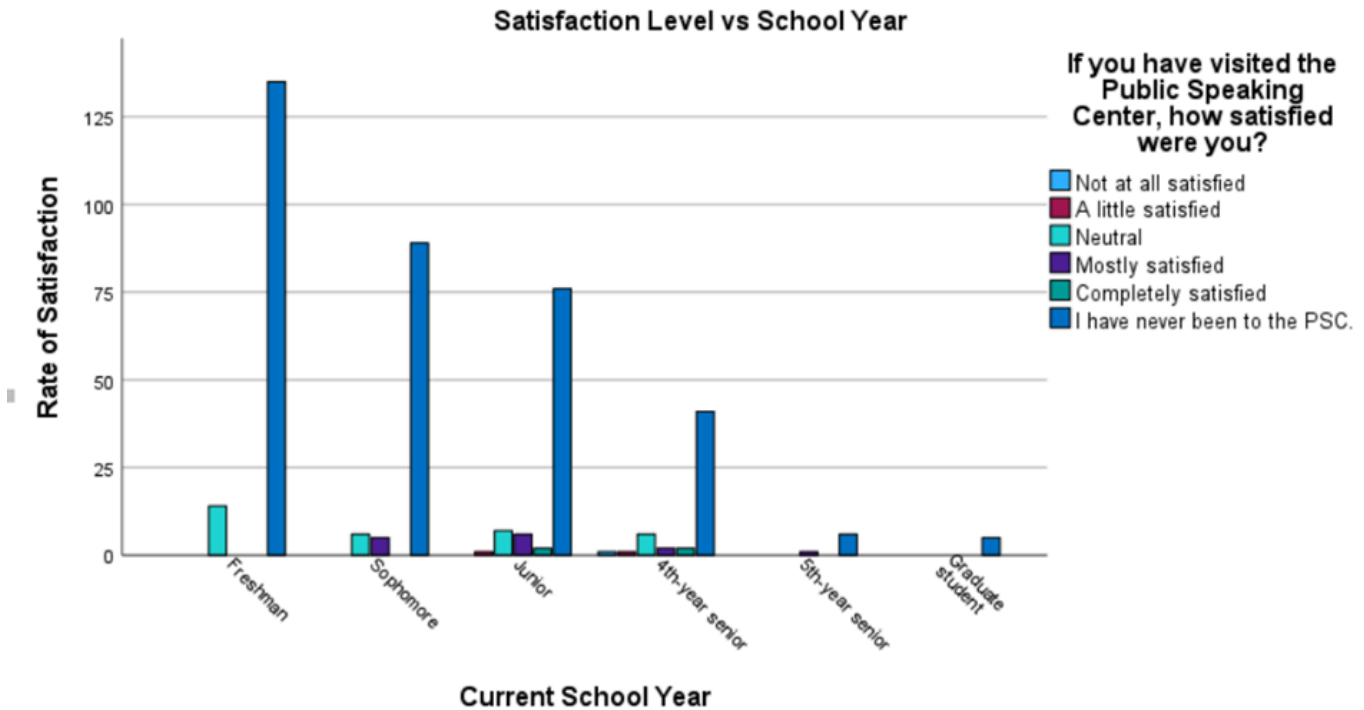
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RQ 2: What are UT students' current attitudes towards the Public Speaking Center?

When students were asked about their opinions on hypotheticals concerning the PSC using a Likert scale, their answers were typically positive. Exactly 74.2% (n=306) of students believed that the PSC could help them with their public speaking skills and instill more confidence in them.

Of the participants who had been to the Public Speaking Center (n=55), 32.7% of respondents were either mostly satisfied or completely satisfied with their respective experiences. Interestingly, 60% of respondents were neutral. Around 4% (n=5) were either not satisfied at all with their experiences or barely satisfied with their experiences.

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Class Year and Satisfactory Rate

Satisfaction Level vs School Year

If you have visited the Public Speaking Center, how satisfied were you?
- Not at all satisfied
- A little satisfied
- Neutral
- Mostly satisfied
- Completely satisfied
- I have never been to the PSC.

The research team decided to narrow this down further by class. Freshmen were the largest group in terms of neutral satisfaction. Juniors and fourth-year seniors had the largest variety of responses. Still, most respondents could not answer as they had not been to the Public Speaking Center.

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RQ 3: What initiatives could the PSC use to engage with UT college students?

Qualitative Data Analysis

To answer research question three, a thematic content analysis was conducted to organize and analyze the data provided in the open-ended survey questions. Artificial Intelligence tools were also used to help efficiently and effectively navigate this process.

Question: If you have visited other academic centers (e.g., Math Center, Writing Center), what aspects did you like about these other centers (please provide as much information as you'd like to)?

This survey question prompted participants to share their perspectives and experiences with various UT academic centers, which seemed to follow common themes and patterns. The data reflects varied usage of these centers, with some who have never attended and others who highlight their importance to their academic routines. Throughout these responses, the Math and Writing Centers were mentioned most often.

One recurring theme of the responses was the welcoming and encouraging environment that these centers offered students. Many respondents mentioned the nonjudgmental and positive interactions they had with their tutors and the impact this had on their learning.

For example:
- "Everyone is so nice and nonjudgmental about your ability to perform or understand the material."
- "Everyone was very friendly and eager to help."
- "How accommodating everyone is!"

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- "I have utilized the Math Center heavily and I love how approachable and understanding they are."
- "I have visited the writing center before and I really like the atmosphere there. People communicate equally and friendly there, which makes me feel relaxed and easy to complete tasks."
- "Math Center, I love how laid back it is and most of the staff genuinely helps you and you form relationships."

Plenty of students also mentioned how helpful it is to have the support of a fellow student, like a teacher's assistant or grad student, who are the primary tutors in the Math Center. Participants explained that material presented to a student from another student could be more helpful than from a professor.

For example:

- "I liked it because it was a student explaining how to do things in their own words, which was very helpful to me."
- "I like the math place because I can get help from other students in a way I can understand the content better than from my professor."
- "I have visited the Math Center. I liked how it was students helping me and I could go through my study guide with them."
- "I like how you can relate to the TA especially at the math place because they've had the course before and give great tips on how to study."
- "I liked that the Math Place in Hodges offered assistance from students who had also been enrolled in the same course or a similar course, so they were able to offer advice and their perspectives as well as assistance."

Students' responses also echoed the level of knowledge of those working at the center, as well as their helpful guidance and communication.

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For example:

- "I used the Writing Center a few semesters ago to help me with editing papers -- it made a huge difference for me. The tutors were all quite helpful, and each different person I had said something valuable to contribute to the improvement of my writing. I am far better as a writer for it."
- "The tutors/people helping are super informed on the subjects and are very good at what they do."
- "I liked how much time the tutors took to ensure I better understood what I was having issues with."
- "How knowledgeable and informative they were."
- "The assistants make sure to ask how they can help you best to make sure they use your time effectively. They also allow for you to submit your assignment to them prior to your meeting so that they can review it and give you feedback during your meeting."
- "I have visited the Math Center once before, and I liked how knowledgeable the helpers were and how talented they were at finding the issues that I needed help with."

Other students liked the supportive independence places like the Math Center offer. A majority of participants highlighted the importance of one-on-one help and how impactful it can be on learning and understanding material.

For example:

- "At the math place you are able to walk right in and get started working independently and you can raise your hand if you need help."
- "How there's availability for one to one help."
- "I like how the math place is set up to help students one on one with different math related problems."

- "I like one-on-one assistance so you have someone's full attention." "In the math place I enjoy that I have one-on-one assistance to help me really understand the material."

Some also mentioned that these centers make it easy to find fellow students struggling with the same topic/subject, and that they enjoy having the opportunity to work together.

For example:
- "Math center, I liked the tables for each course so you could talk with students that were struggling with the same thing as you."
- "I have been to the math center quite a few times and I like how it is broken off into the different sections of math so you know you can work with other classmates as well."
- "I have visited the math center and I like how you can go and receive help with peers or other students right away."
- "Math center, loved how you can sit at a table with other students and bounce ideas off them as you're waiting for a tutor."

Overall, students appreciate how flexible and easily accessible places like the Math Center are. Those who have visited the Writing Center frequently mentioned that Zoom calls came in handy if they were in a time crunch or felt anxious about going in person.

For example:
- "I have done online meetings with the writing center and what I liked was their wide availability of people and time slots and their ability to help."

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- "I have visited the writing center, and I liked that the meeting was on zoom because it made it easier for me to seek the help I needed."
- "The Math Center always had someone available to help."
- "I like the ability to drop in at the math center and not worry about scheduling as classes often run later or get out earlier than scheduled."
- "One on one sessions can be beneficial if you have time constraints. You are able to connect with them either face-to-face or virtually."
- "I like that they are flexible with the meetings (in person or via zoom)."
- "I have visited the Writing Center and the Math Center, and some things I enjoyed about these centers were how accessible they were and how much time they were willing to give to help me out with assignments."
- "I liked how easy it was to get help at the math place and its convenient location in the library."

Question: How likely are you to seek help at the Public Speaking Center (PSC)? If you answered the previous question with "Unlikely" or "Very unlikely", please explain why.

Multiple themes and patterns were noticed when analyzing responses to this survey question. One theme was students' lack of awareness of the PSC, as many students said they had never heard of the center or any information about it.

For example:
- "I have never heard of it and do not know where it is."
- "I do not know where it is located or what the purpose of it is for. I've never heard of it until now."
- "I did not know it existed."

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- "I have no information about it so it's hard to answer."
- "I have never heard of it and do not know where it is."
- "I never knew it existed and I'm already almost done with my public speaking course and I feel pretty confident that I will be able to finish the class without additional support."
- "I was unaware of the PSC but would like to know more."

There also seems to be an overall lack of need or relevance for public speaking assistance. Many students noted that they have not yet encountered situations where they need public speaking support or that their major does not require it. This potentially could be a result of the demographic of this research, considering the majority of respondents were freshmen.

For example:
- "I'm honestly not sure of my skills in public speaking, I haven't taken the class yet."
- "I just right now as a freshman don't see a need to attend."
- "My major does not often have communication assignments. I am only taking a communication course for a requirement, and I do not feel I will need outside help to complete them well."
- "Because I have not had to give any presentations yet."
- "I am a junior that has taken public speaking classes already."
- "I am not in a public speaking course therefore I have no need for the center."
- "I do not have classes that require me to give formal speeches and presentations on a regular basis."
- "I don't need help with public speaking because my career does not require it."
- "I haven't found a reason to go yet."

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There seemed to be a divide between students who felt confident in their public speaking skills and those who had anxiety about it. Some of these more confident students revealed that they do not feel the need for extra support in public speaking. Furthermore, a majority of students who considered themselves good public speakers also noted that they had previously taken a public speaking course.

For example:
- "No need, as I think of myself as a good public speaker."
- "I am a senior and practice public speaking weekly and through other experiences that I have endured. I don't believe it would be very useful for me."
- "I am very good at public speaking. I took courses in high school."
- "I don't get anxious when public speaking."
- "I personally feel like public speaking is one of my strong suits, and I would not use the PSC, however, I would encourage other peers to use it."

On the flip side, a pattern seen throughout the responses dealt with feelings of anxiety or uncertainty. Several students reported nervousness or hesitation regarding seeking help, especially when it comes to public speaking.

For example:
- "I don't currently take a public speaking class and I have trouble reaching out."
- "If I were to visit the PSC I wouldn't know what to ask help about."
- "Because it seems nerve racking and I don't know much about it."
- "I have a hard time asking for help and I don't have many public speaking tasks in my classes this semester."
- "Knowing myself, I wouldn't go the extra mile to seek extra help."
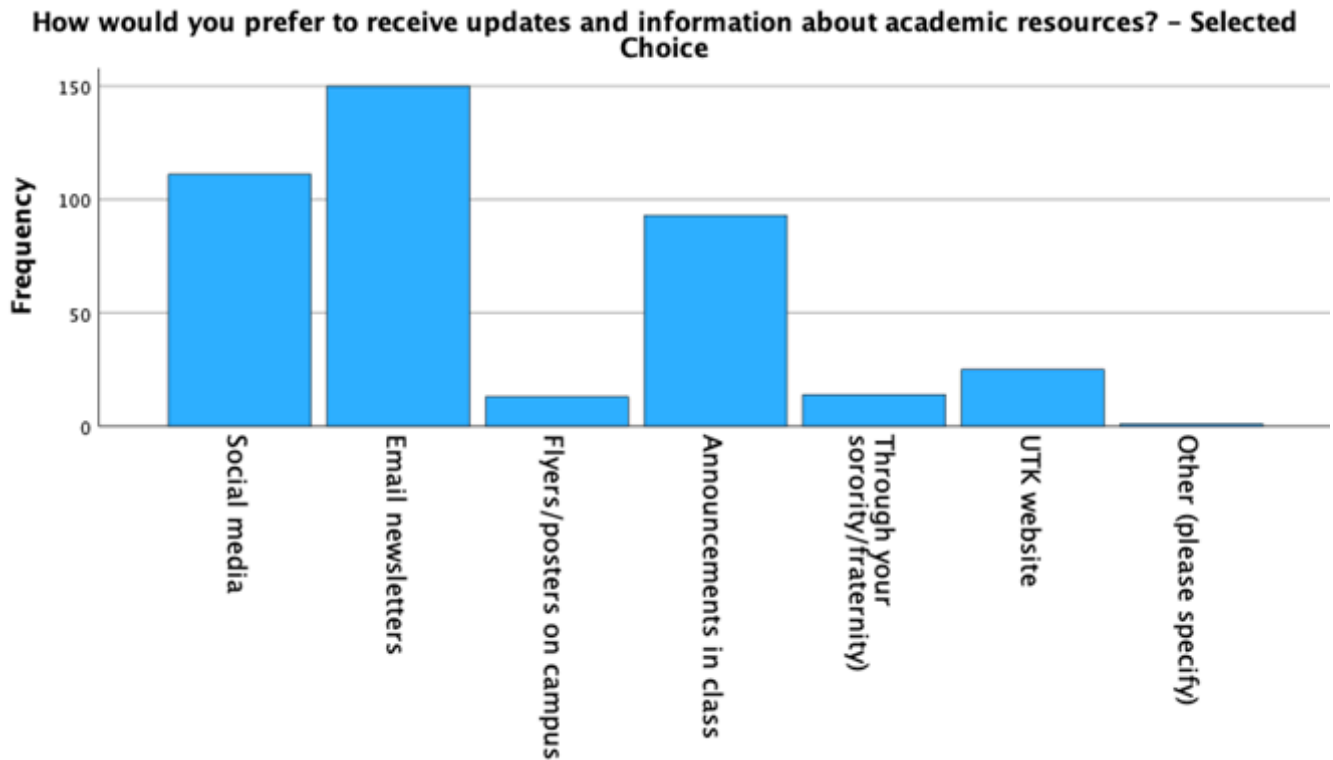
RESEARCH REPORT

It's also important to mention that a handful of students explained that they would use other resources like online tools or fellow peers to help them with public speaking.

For example:

- "I am already decent at public speaking and I am just more likely to seek online material for help."
- "I feel as if I am pretty confident with past experiences public speaking, but I would probably look up tips and tricks online due to a tough schedule and not very much time."
- "I'm more inclined to look to friends for help, especially with public speaking. They tell me what's wrong and help build my confidence in a convenient way."

RESEARCH REPORT

How would you prefer to receive updates and information about academic resources? – Selected Choice


IStudents preferred to receive updates and information about academic resources in several ways. Email newsletters were the preferred choice with 36.9% (n=150), while social media was 27.3% (n=111). Class announcements were also popular, with 22.9% (n=93) of students voting for this option.

RESEARCH REPORT

RQ 4: What obstacles are preventing students from using the PSC and TOPS?

Only 21 students answered the question of whether the PSC locations are accessible. A total of 19% (n=4) of students said they are completely accessible. Similarly, 14.3% (n=3) felt that the center is mostly accessible. Around 38.1% (n=8) answered with little accessibility, with 4.8% (n=1) of participants saying the center is not at all accessible. Lastly, 23.8% (n=5) were unsure, which reflects the lack of awareness.

If you have visited the Public Speaking Center, do you feel that its locations are easily accessible for you?
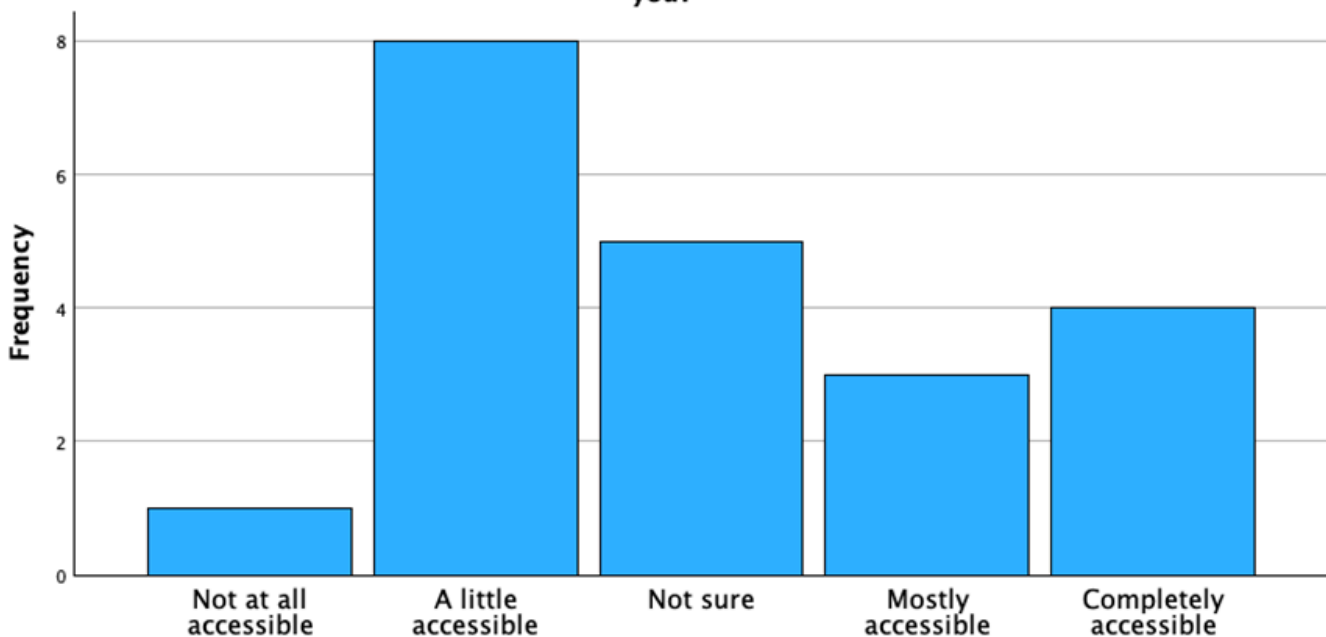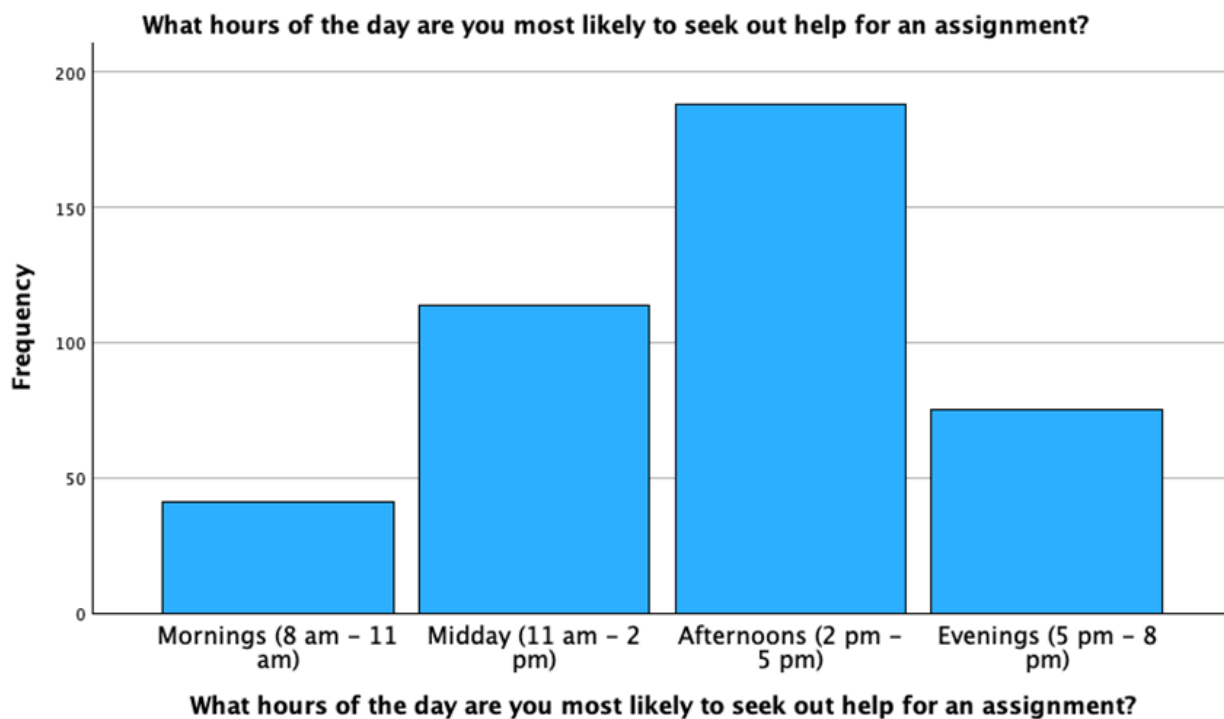

If you have visited the Public Speaking Center, do you feel that its locations are easily accessible for you?

When asked about the factors responsible for not using the center, 274 students said they did not know the services offered. Approximately 75 students were not able to locate or access the PSC. Another 83 students found it difficult to allocate time to visit the center. About six students noted that they had negative experiences prior, and ten students knew someone else who had a negative experience. A large portion of 83 students said they

were anxious about public speaking, and 89 said they were not good at asking for help. Approximately 19 students felt they could seek public speaking help online, and 139 felt that they did not need help at all. Finally, 31 responses were also recorded for the other reasoning.

What hours of the day are you most likely to seek out help for an assignment?

What hours of the day are you most likely to seek out help for an assignment?

Regarding what hours of the day are best for students to visit, 45% (n=188) voted that afternoons were best, whereas 27.3% (n=114) voted that middays were best. 9.8% (n=41) preferred mornings and 17.9% (n=75) voted evenings.

RESEARCH REPORT

Interpretation

The survey offers valuable insights into student awareness and attitudes toward the PSC and TOPS, though it is not without limitations. The demographic makeup of the respondents, primarily female (74.4%) and Greek-affiliated (50%), introduces some bias in the data. These groups may have different needs or engagement levels compared to the broader student population. The large number of freshmen and sophomores may limit the applicability of the findings to upperclassmen. Additionally, the small sample size of students who had visited the PSC (n=55) limits the conclusions that can be drawn about student satisfaction.

Despite these limitations, the survey provides useful data. The results show that 50.1% of students had never heard of the PSC, and an even larger, 78.2% had never heard of TOPS. This revealed a significant lack of awareness about these centers, furthermore suggesting the need for increased communication efforts to inform students. Importantly, the data highlights a generally positive attitude toward the PSC's potential, with 74.2% of students believing it could improve their public speaking skills. However, neutral satisfaction rates among those who used the PSC suggest that service quality and delivery improvements are needed.

As far as initiatives are concerned, the majority of students prefer to get their information from email and social media. The researchers will use this information to create a digital campaign. Students also consistently mentioned their anxiety and poor mental health regarding public speaking. A handful of participants noted they would not know how to ask for help on public speaking even if they were to visit the PSC. As researchers, it is important to utilize this information during the campaign planning process.

RESEARCH REPORT

With this in mind, the research team can frame advertisements for the PSC around students not knowing where to start when asking for speech help.

Location concerns were minimal as most students felt that the location options were not difficult to access. However, many students were also unsure of the locations to begin with. Educating students about the locations will be important.

The data also revealed several key barriers to PSC usage: lack of awareness (n=274), difficulty finding time (n=83), and public speaking anxiety (n=83). Most students reported they would benefit from the center's availability being focused on midday and afternoons. These obstacles offer clear targets for a public relations campaign.

A PR campaign to increase engagement with the PSC could focus on addressing these barriers. Raising awareness through social media, campus events, and peer-to-peer promotion would be helpful. Emphasizing the supportive, peer-led environment of the PSC and creating a more accessible, student-friendly atmosphere could also attract more students. By leveraging the data from the survey, a PR campaign could effectively engage students and increase usage of the PSC and TOPS while addressing the specific concerns and needs highlighted by the survey results.

CAMPAIGN PLAN

CAMPAIGN PLAN

Target Publics

Primary

The first primary target public is underclassmen (i.e., freshman and sophomores) at the University of Tennessee. Many underclassmen are new to public speaking in a collegiate environment. College classes often require students to give presentations, participate in class discussions, or lead group projects, but they may lack confidence in these situations. This is a high-priority target public because underclassmen represent a large portion of the student body. Furthermore, many underclass students are at a stage where they are likely to seek out resources offered by UT to build skills early in their academic and professional careers.

The second primary target public is graduate students at the University of Tennessee. Graduate students are a high priority public, as they frequently present research at conferences, defend theses, and teach undergraduate students. Therefore, graduate students often need advanced public speaking help, and offering tailored support, like specialized workshops at the PSC, can increase engagement. Many times, graduate students are also new to UT, so they are looking for resources at the university.

The third primary target public is students with public speaking anxiety. Students with public speaking anxiety stand to benefit the most from the PSC's services and, therefore, are more likely to be representatives for the center. This is another high-priority target public because engaging the students who are most in need of public speaking confidence-building aligns with the PSC's mission and can increase participation.

CAMPAIGN PLAN

Secondary

The first secondary target public is academic faculty at the University of Tennessee. Faculty members can serve as advocates for the PSC by recommending the center to students. Professors who assign presentations or other oral projects in their courses are natural partners for promoting the PSC's services. This target public's priority level is medium because faculty buy-in can significantly increase the PSC's visibility and legitimacy since professors often influence student behavior.

The second secondary target public is the career service centers at UT. These centers and their staff help students with job readiness skills (i.e., interviewing). Public speaking is a valuable skill in the job market, and career centers often help students prepare for interviews, networking events, and presentations. Career service centers could collaborate with the PSC to offer joint workshops. This is a medium-priority target public because these centers have a broad reach and have the potential to be good partners. However, engagement is more indirect than faculty or students.

CAMPAIGN PLAN

Introduction of Campaign Plan
This campaign plan was created after extensive research and study of the target publics as well as the needs of TOPS and the PSC. This campaign's foundation relies on goals, objectives, and strategies. These three pillars influence tactical choices as well as various techniques geared towards the evaluation. Stewardship was taken into consideration at the time of writing.

Theme
The main goal of this campaign is to show students that public speaking is a skill for everyone, not just those focused on communication. The theme and tagline of the campaign is "Find Your Voice." This theme will showcase that the PSC is a supportive, non-judgmental resource for students across all majors and skill levels. Through "Find Your Voice," the campaign will inspire students to view public speaking as an essential, empowering skill that can be used in class presentations, job interviews, and more. Public speaking is a lifelong advantage, and the PSC is here to guide every student along their path to feeling confident and capable in front of an audience.

This theme will be integrated across all campaign channels, creating consistent and memorable messaging that will resonate with the UT student community. The campaign will be relatable and welcoming, letting students know that the PSC is here to help them grow, build confidence, and develop skills they'll use in every area of life.

Key and Supporting Messages
Key Message 1: Public speaking is an essential skill anyone can develop, and the PSC at UT is here to support students of all majors, confidence levels, and skill levels in reaching their full communication potential.

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- Supporting Message 1: You might think public speaking is only for certain types of students, but it's a skill anyone can improve. Whether you're a freshman nervous about your first speech or a senior preparing for a big presentation, the PSC is here to help. We'll meet you where you are and help you grow at your own pace.
- Supporting Message 2: At the PSC, we believe that communication is for everyone. We offer one-on-one meetings, group workshops, and other resources to help you improve your skills, no matter what your goals are. Public speaking doesn't have to be intimidating. We're here to help you build your confidence and unlock your full potential.

Key Message 2: The PSC is here to guide students in gaining self-confidence in their communication skills. The PSC provides a range of resources tailored to each student's individual goals and challenges.

- Supporting Message 1: I get it – public speaking can be scary. But here at the PSC, you'll find a welcoming space where you can practice, receive constructive feedback, and build your confidence. Whether you're preparing for a class presentation, career fair, or anything in between, our team is here to support you every step of the way.
- Supporting Message 2: The best part about the PSC? We're all about personalized support. We know each student has different needs, so we offer resources tailored just for you. From one-on-one meetings to group workshops, we'll help you work through any challenges you face at a pace that feels right for you.

Key Message 3: Public speaking anxiety is common, and the PSC offers a non-judgmental, welcoming environment where students can practice, receive constructive feedback, and overcome their fears at their own pace.

CAMPAIGN PLAN

- Supporting Message 1: If the thought of speaking in front of a crowd makes you nervous, you're not alone. At the PSC, we offer a non-judgmental space where you can face your fears and practice in a way that feels comfortable for you. You won't be judged here. Instead, you'll get the support and encouragement you need to build your confidence.
- Supporting Message 2: I've been there – I know how it feels to be nervous before speaking in public. That's why the PSC provides a safe environment where you can overcome your fears, get helpful feedback, and grow. Let us help you find your voice.

Key Message 4: TOPS is an online extension of the PSC that gives students 24/7 access to public speaking help. TOPS has downloadable resources and other materials students can use for help if they don't yet feel ready to visit the PSC.

- Supporting Message 1: Not ready to come to the PSC in person? No problem! TOPS is here for you anytime, anywhere. With 24/7 access to downloadable resources, videos, and more, you can get the help you need at your convenience. Whether you need tips on structure, delivery, or overcoming anxiety, TOPS has it all.
- Supporting Message 2: I know that sometimes it's hard to get started, especially if you're not feeling fully confident yet. That's where TOPS comes in. TOPS is a great way to ease into public speaking at your own pace. You can access tons of resources to get you started as you prepare to take that next step and visit the PSC in person.

CAMPAIGN PLAN

Goals, Objectives, Strategies, and Tactics

Goal 1: To position the PSC as the main public speaking help center amongst UT students.

- *Objective 1:* Increase awareness of the PSC by 10% by May 31, 2025.
  - Strategy 1a: Establish an Instagram and build a brand voice.
    - Tactic 1: Create a mood board for the PSC's future assets
    - Tactic 2: Create a full Instagram profile/biography
  - Strategy 1b: Utilize #findyourvoiceutpsc on social media for engagement.
    - Tactic 1: Create a reel with the hashtag showcasing the services of the PSC.
    - Tactic 2: Create a map of the PSC and post it on Instagram with the hashtag.
  - Strategy 1c: Leverage UT alumni and professionals to enhance credibility and reach.
    - Tactic 1: Develop a series of videos with UT alum Peyton Manning focusing on the importance of effective communication and public speaking in career success.
    - Tactic 2: Publish monthly articles featuring UT alumni and professionals, discussing topics like public speaking tips, career advice, and real-world applications on socials, the PSC webpage, and the TOPS website.
- *Objective 2:* For 80% of students who are aware of the PSC to have positive attitudes towards the center by May 31, 2025.
  - Strategy 2a: Establish a marketing campaign on UT's campus to grow student involvement with the PSC

- Tactic 1: Make simple posters with questions like "Need help with public speaking?" and distribute them all throughout campus, especially in busier parts like the library or ped walkway.
- Tactic 2: Put a QR code on every poster that will redirect students to the PSC website link.
- Tactic 3: Set up a table on Ped Walkway with PSC staff and hand out informational flyers with free snacks to students.
  - Strategy 2b: Collaborate with UT athletes to help with brand perception and awareness.
    - Tactic 1: Have sophomore JP Estrella of the men's basketball team post a reel of him going to and using the PSC on Instagram.
    - Tactic 2: Create an invitation for an athletes-only class where students can personally visit the PSC to work on a speech.

Evaluation

Objective 1: Increase awareness of the PSC by 10%by May 31, 2025

Short-term Evaluation: For the short-term evaluation of Objective 1, the research team will start with a pre-campaign survey in early January 2025 to assess baseline awareness. A mid-campaign survey will be conducted in late March to measure any early changes in awareness. Finally, the team will analyze results from the surveys to determine if awareness is on track to meet the goal of reaching 500 underclassmen by the end of May.

Long-term Evaluation: The long-term evaluation of Objective 1 will compare the pre-campaign survey results with the post-survey results. The QR metrics at the end of the semester will also be evaluated. The social media metrics from the entire semester will be analyzed.

CAMPAIGN PLAN

Objective 2: For 80% of students who are aware of the PSC to have positive attitudes towards the center by May 31, 2025.

Short-term Evaluation: For the short-term evaluation of Objective 2, regular surveys and feedback forms will be distributed to students who have been introduced to the PSC. These surveys will assess their initial perceptions and attitudes, allowing for the collection of baseline data on student attitudes towards the center. Additionally, focus groups or interviews with a small sample of students can provide more in-depth insights into their experiences and sentiments about the PSC. This data will help identify immediate areas for improvement and inform any adjustments to PSC outreach or programs.

Long-term Evaluation: In the long-term evaluation of Objective 2, a follow-up survey or interview will be conducted at the end of the academic year to measure any shifts in attitudes. This will track whether the PSC has successfully fostered a positive perception among at least 80% of students who are aware of it. Long-term evaluations will also include tracking student engagement with PSC activities and services, as increased involvement may correlate with a more positive attitude towards the center.

Stewardship

Several key components are designed to foster strong relationships with donors and students in the stewardship strategy for the first goal of this campaign. Reciprocity is emphasized through personalized communication from the PSC to donors and students. Donors will receive thank you letters acknowledging their contributions, and students who sign in at the PSC will be sent a "thank you for visiting" email. This acknowledgment will help to create a sense of appreciation and communication.

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Responsibility is upheld by maintaining high standards for staff and tutors while keeping donors informed about the center's progress through a quarterly newsletter outlining the initiatives happening at the PSC. This transparency reinforces the importance of their contributions and highlights the impact of their support.

Reporting is another important aspect of stewardship. Annual campaign updates will be emailed to donors, featuring videos of students sharing their experiences at the PSC. This will provide insight into the center's effectiveness and showcase the positive outcomes resulting from donor support. For students, regular social media posts will celebrate the center's growth each semester, fostering a sense of community and involvement.

Special event sessions will be hosted near midterms and finals to further nurture relationships. These sessions will provide students with a supportive, non-judgmental environment to enjoy snacks while working on their speeches and other tests. Together, these initiatives will contribute to a culture of appreciation, accountability, and engagement for the PSC and its stakeholders.

Goal 2: To increase foot traffic at the PSC and activity on the TOPS webpage.
- *Objective 1:* To increase the number of students visiting the PSC by 30% by May 31, 2025.
    - Strategy 1a: Develop a marketing campaign that positions the PSC as a "judgment-free" space.
        - Tactic 1: Create a "Meet the Staff" post on Instagram and a section on their webpage that introduces staff, their backgrounds, and skills and emphasizes their willingness to help.

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- Tactic 2: Develop shareable student testimonials on social media and their website describing the relaxed and laid-back environment.
- Tactic 3: Create posters to hang around campus that encourage students to attend a PSC open house to tour the center, meet the staff, ask questions, and enjoy complimentary refreshments in a laid-back setting.
  - Strategy 1b: Encourage students to utilize the PSC and its resources by showcasing relatable success stories from peers.
    - Tactic 1: Create "Before and After" stories on social media and the website, where students describe their journey from public speaking anxiety to confidence with PSC's help.
- *Objective 2*: To increase TOPS website traffic by 20% by May 31, 2025.
  - Strategy 2a: Position the TOPS webpage as the primary website for public speaking resources for UT students.
    - Tactic 1: Create a downloadable public speaking basics checklist that can only be accessed through the TOPS webpage.
    - Tactic 2: Develop a "PSC Tip of the Week" series on Instagram that links directly to articles and resources on the TOPS webpage. The series should focus on tips like structuring a presentation, managing nerves, and engaging an audience.
    - Tactic 3: Create a promotional deliverable for UT communications professors to share on Canvas with their students.
  - Strategy 2b: Drive website engagement with interactive and exclusive content.
    - Tactic 1: Develop an interactive quiz that tells students about their public speaking strengths and weaknesses, linking them to tailored resources on the TOPS webpage.
    - Tactic 2: Utilize AI to allow students to upload a public speaking video, which is then reviewed and provides feedback to users.

CAMPAIGN PLAN

Evaluation

Objective 1: To increase the number of students visiting the PSC by 30% by May 31, 2025.

Short-term Evaluation: The number of students visiting the PSC will be tracked monthly through sign-in logs, appointment scheduling, and foot traffic counts. Social media engagement metrics (i.e., likes, shares, and comments) will be tracked monthly on the "Meet the Staff" posts and student testimonials.

Long-term Evaluation: At the end of the campaign, the number of tracked students will be compared to figures from previous semesters to determine the increase in engagement. Social media engagement metrics taken from the length of the campaign will be compared against metrics from previous semesters to determine how effectively messaging surrounding the PSC's non-judgmental environment and student success stories are being conveyed to the audience.

Objective 2: To increase TOPS website traffic by 20% by May 31, 2025.

Short-term Evaluation: Website analytics tools will be tracked monthly throughout the course of the semester to monitor traffic on the TOPS website.

Long-term Evaluation: Social media engagement metrics will be evaluated at the end of the semester and compared against metrics from previous semesters.

CAMPAIGN PLAN

Stewardship

The four Rs come into play once again for the stewardship strategy for the second goal of this PR campaign. Reciprocity will be practiced by sending personalized thank-you emails to students who visit the PSC and by acknowledging donors' contributions through personal letters. This cultivates a sense of appreciation and community.

Responsibility is demonstrated through a commitment to maintaining high tutoring standards and keeping donors informed about the PSC's initiatives via a quarterly newsletter. This transparency helps reinforce trust and demonstrates the PSC's commitment to helping students excel.

Reporting will involve sending annual emails to donors that feature success stories from students who have transformed their public speaking skills with the help of PSC and TOPS resources. This illustrates the tangible outcomes of the donors' generosity. Furthermore, social media will be utilized to share real-time updates about the PSC and TOPS's achievements, which will keep students and donors informed and engaged.
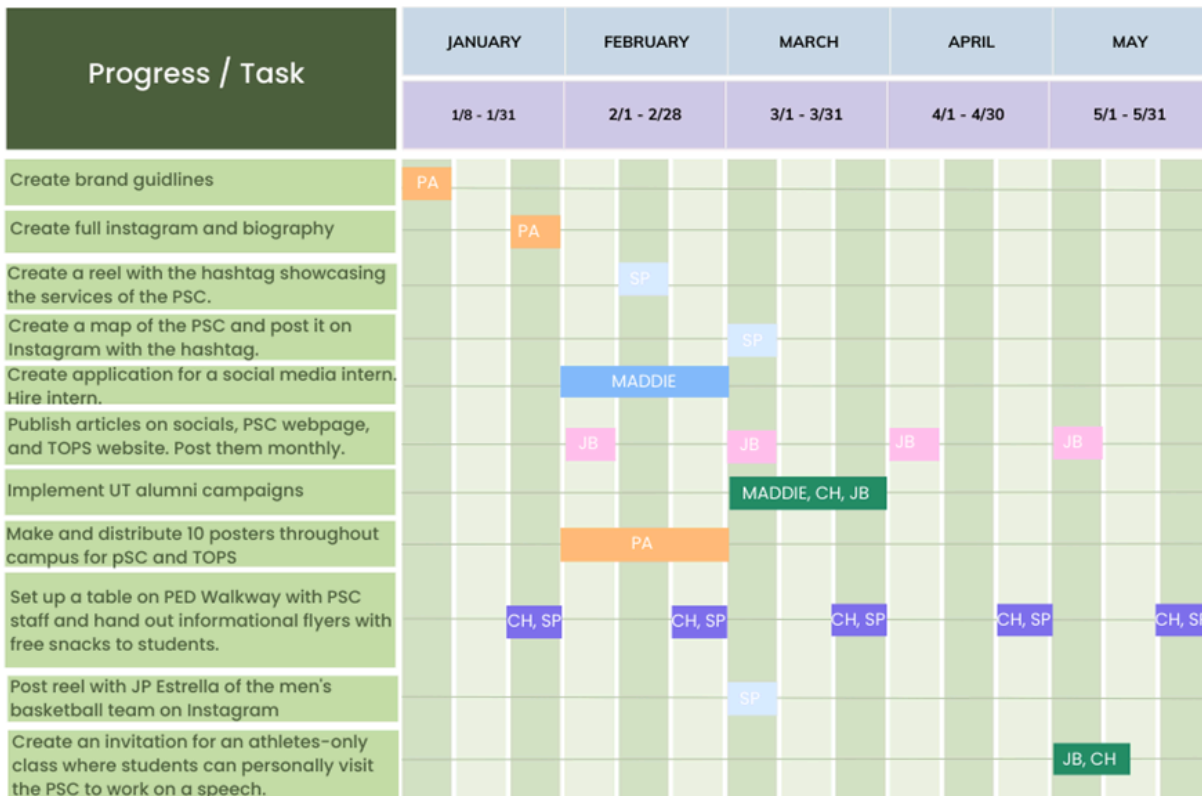
Finally, the campaign will nurture relationships by creating interactive features on the TOPS webpage, such as a feedback section where students can share their experiences and suggestions for additional resources. This will foster a sense of community and encourage dialogue between students and TOPS, which will make the webpage a supportive, dynamic platform.

CAMPAIGN PLAN

Implementation Timeline

Gantt Chart
PUBLIC SPEAKING CENTER & TOPS

Progress / Task	JANUARY 1/8 - 1/31	FEBRUARY 2/1 - 2/28	MARCH 3/1 - 3/31	APRIL 4/1 - 4/30	MAY 5/1 - 5/31
Create brand guidlines	PA				
Create full instagram and biography		PA			
Create a reel with the hashtag showcasing the services of the PSC.		SP			
Create a map of the PSC and post it on Instagram with the hashtag.			SP		
Create application for a social media intern. Hire intern.		MADDIE			
Publish articles on socials, PSC webpage, and TOPS website. Post them monthly.		JB	JB	JB	JB
Implement UT alumni campaigns			MADDIE, CH, JB		
Make and distribute 10 posters throughout campus for pSC and TOPS		PA			
Set up a table on PED Walkway with PSC staff and hand out informational flyers with free snacks to students.	CH, SP	CH, SP	CH, SP	CH, SP	CH, SP
Post reel with JP Estrella of the men's basketball team on Instagram			SP		
Create an invitation for an athletes–only class where students can personally visit the PSC to work on a speech.				JB, CH	

January 2025

Week 1 (Jan 1-7)

- The team finalizes the PSC's brand identity with guidelines on colors, logos, and typography. These materials will inform all subsequent visual elements of the campaign.
- The PSC's Instagram profile setup is completed, including a biography and profile photo.

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Week 2 (Jan 8-14)
- The first post introducing the hashtag #findyourvoiceutpsc is launched. The content is an introductory Instagram reel showcasing the PSC's services, highlighting the campaign theme "Find Your Voice."
- Launch QR codes linked to the PSC's and TOPS's websites. Future print materials will include these codes.

Weeks 3-4 (Jan 15-31)
- Begin contacting UT alumni (starting with Peyton Manning's team) for the first article in the monthly alumni series. Ask questions about public speaking and career advice for future social media content.
- Prepare the pre-campaign survey to analyze baseline awareness and attitudes toward the PSC. Distribute the survey through various UT channels.

February 2025

Weeks 1-2 (Feb 1-14):
- Post the first "Meet the Staff" introduction on Instagram. Begin engaging with underclassmen through Instagram stories emphasizing the PSC's non-judgmental environment.
- Distribute posters in high-traffic areas on UT's campus. These posters will ask, "Need help with public speaking?" and will feature the QR code to the PSC website for additional resources and sign-ups.

Weeks 3-4 (Feb 15-28)
- The PSC hosts a tabling event on Ped Walkway, handing out informational flyers and snacks. The team tracks foot traffic and sign-ups as short-term evaluation measures.

CAMPAIGN PLAN

March 2025

Weeks 1-2 (March 1-15)

- Post an Instagram reel featuring JP Estrella visiting the PSC.
- Publish the second alumni-focused article on the PSC webpage and social media, emphasizing the PSC's role in career development and success.

Weeks 3-4 (March 16-31)

- Host the first athletes-only PSC workshop, where UT athletes can visit the center and receive guidance.
- Launch the "PSC Tip of the Week" on Instagram. The tip is linked to the TOPS webpage which offers additional resources on public speaking.

April 2025

Weeks 1-2 (Apr 1-15)

- Continue monitoring engagement on the PSC's Instagram, noting interactions on posts like athlete features and alumni stories.
- PSC staff visit public speaking classes and discuss their experiences with the center. They distribute flyers and direct students to the PSC's locations.

Weeks 3-4 (Apr 16-30)

- Host a PSC open house as part of finals prep. The session provides students with snacks and a space to prepare for final presentations. Attendance is recorded as a metric for campaign success.

CAMPAIGN PLAN

May 2025

Week 1 (May 1-7)

- Publish the last alumni article on the PSC's impact on professional skills. Distribute the post-campaign survey to measure shifts in audience awareness and attitudes.

Week 2 (May 8-15)

- Collect and analyze data from QR codes, social media engagement, website traffic, and surveys. Compare this data to baseline data and metrics from previous semesters to determine the campaign's effectiveness.

Weeks 3-4 (May 16-31)

- Send personalized thank-you emails to students who used the PSC and send letters to donors detailing the campaign's outcomes.
- Draft a campaign summary for use in future donor and community communications.

CAMPAIGN PLAN

Budget

Tactic	Description	Cost
Content Creation & Account Management	Development of social media content and platform setup	$0
Flyers (Posters)	1,000 flyers from 360 Online Print	$70
Collaborations with JP Estrella and Athlete Classes	Non-paid collaboration for promotional content	$0
Workshop events	Materials, signage, tables, and snacks for PSC events	$200
Tabling	Posters and snacks to hand out, tablecloth	$250
Contingency (Miscellaneous Materials)	Funds reserved for additional materials or needs	$480
Total	**Overall budget allocation**	**$1,000**

CAMPAIGN PLAN

Conclusion

The University of Tennessee's Public Speaking Center campaign addresses a much larger issue. Many students experience anxiety and a lack of confidence around public speaking, which often limits their academic and professional potential. While public speaking skills are universally beneficial, students tend to avoid resources due to apprehension. This campaign aims to position the PSC as a non-judgmental, accessible center that is available to help students of all levels gain confidence in communication.

Based on preliminary discussions and research with the PSC and TOPS it is evident that current levels of awareness and student engagement are extremely low. Survey results found that the majority of students did not know what the PSC or TOPS was, let alone the services these organizations provide. By analyzing the current UT student body's perceptions, the campaign has identified barriers to PSC engagement, particularly among students who lack experience or feel intimidated by the idea of public speaking.

The "Find Your Voice" campaign aims to decrease these barriers through:
- Education: Workshops, presentations, and information sessions to demonstrate that the PSC is a resource available to everyone, regardless of skill level.
- Social Media: Engaging and relatable content on Instagram to create a connection with students.
- Campus Partnerships: Working with faculty and student organizations to increase awareness of the PSC.

CAMPAIGN PLAN

The campaign's overarching goals are to empower students, increase PSC utilization, and foster a supportive environment at the PSC. By achieving these goals, the campaign will support the broader mission at the University of Tennessee. The PSC helps prepare students to be effective communicators, an important skill for personal and professional development. Furthermore, the campaign places the PSC within a larger context of student success, helping students excel in academic settings and beyond.

Accomplishing these goals will contribute to the university's overarching mission to empower students with the skills and confidence needed for their future careers. In turn, this supports individual growth and strengthens the university's role as a leader in student success initiatives.

TACTICS

TACTICS

1. Create a mood board for the PSC's future assets.
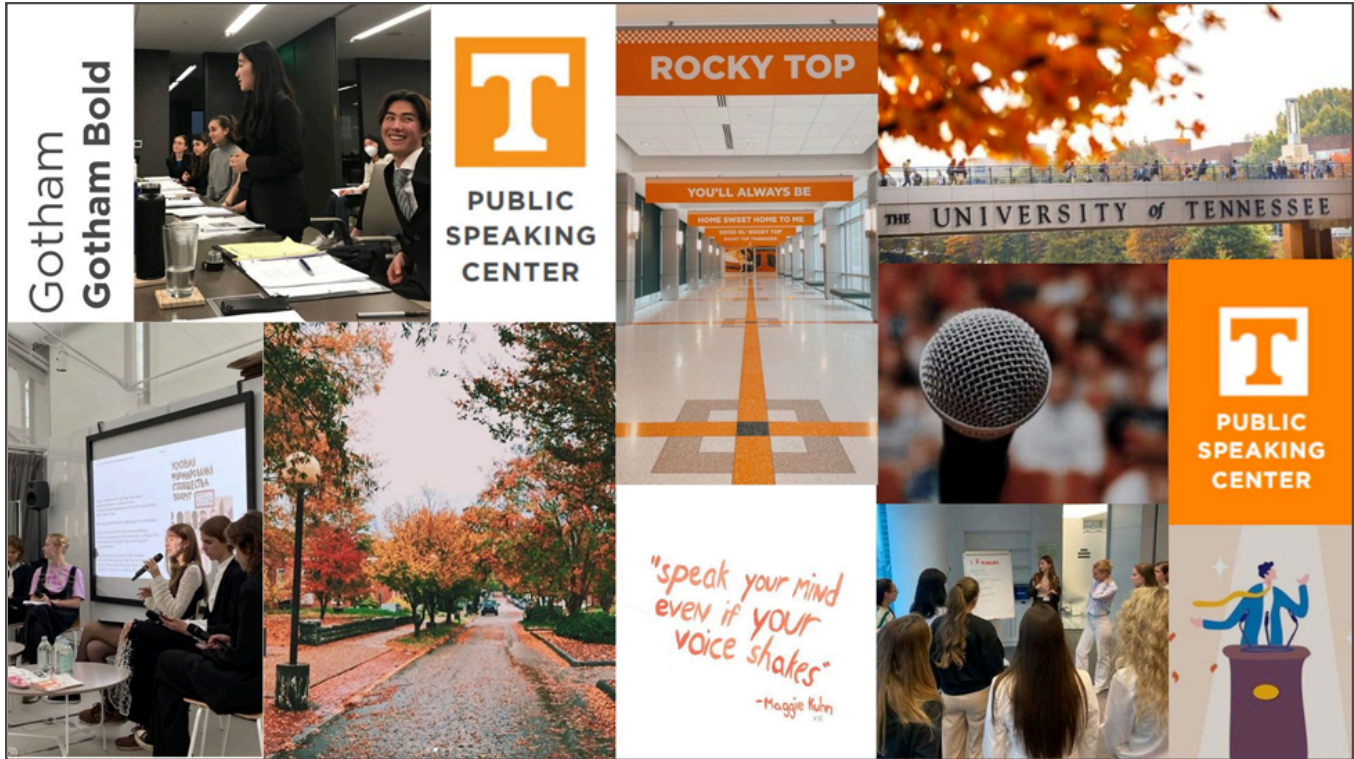
TACTICS

2. Create a full Instagram profile/biography.

utkpsc

123 Posts   **456** Followers   **789** Following

UT Public Speaking Center
Helping you find your voice
Find us in John C. Hodges Library & the College for
Communication & Information

🔗 www.cmst.utk.edu

Following   Message   Email
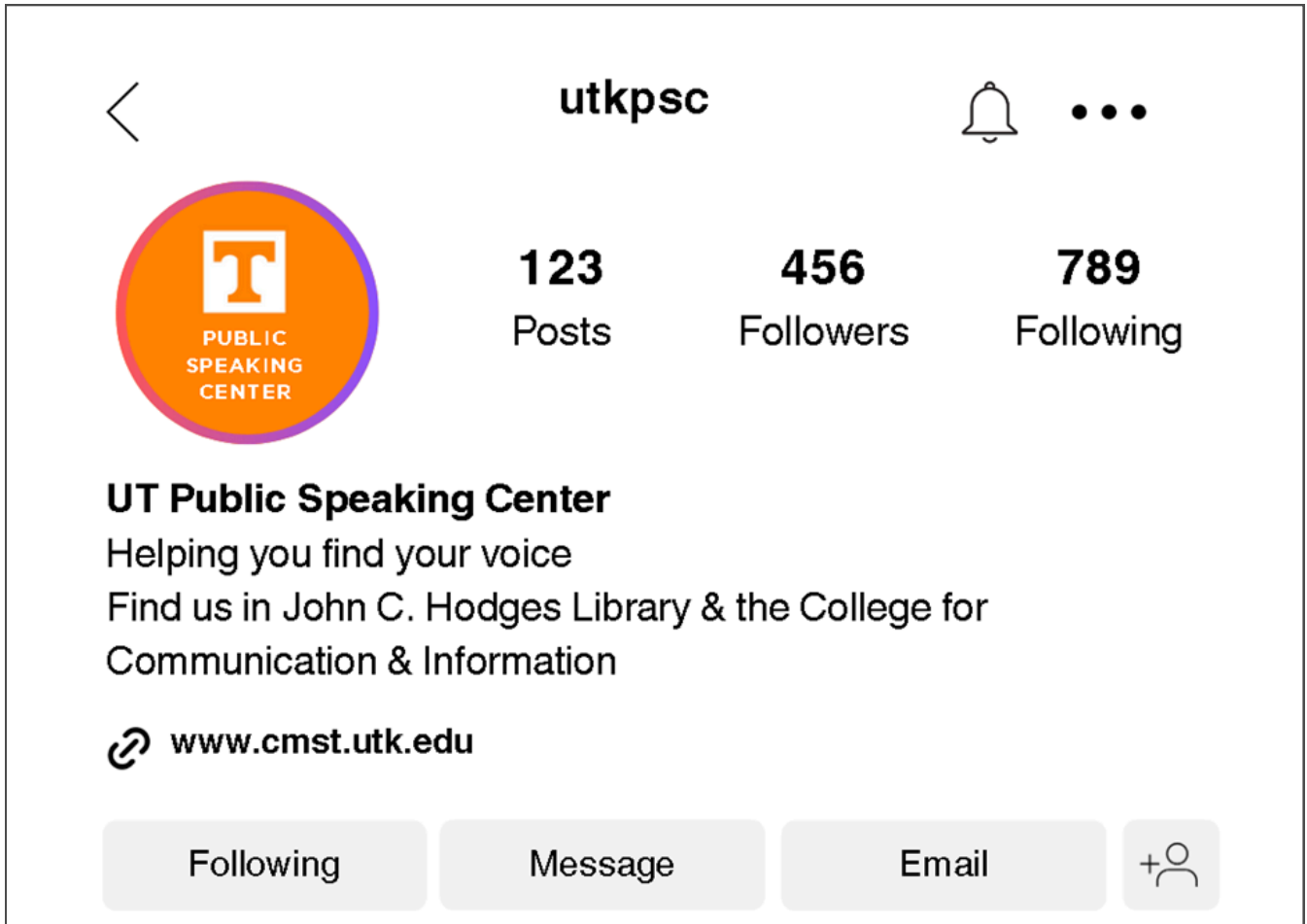
TACTICS

3. Create an Instagram reel with the hashtag #findyourvoiceutpsc showcasing the services of the PSC.
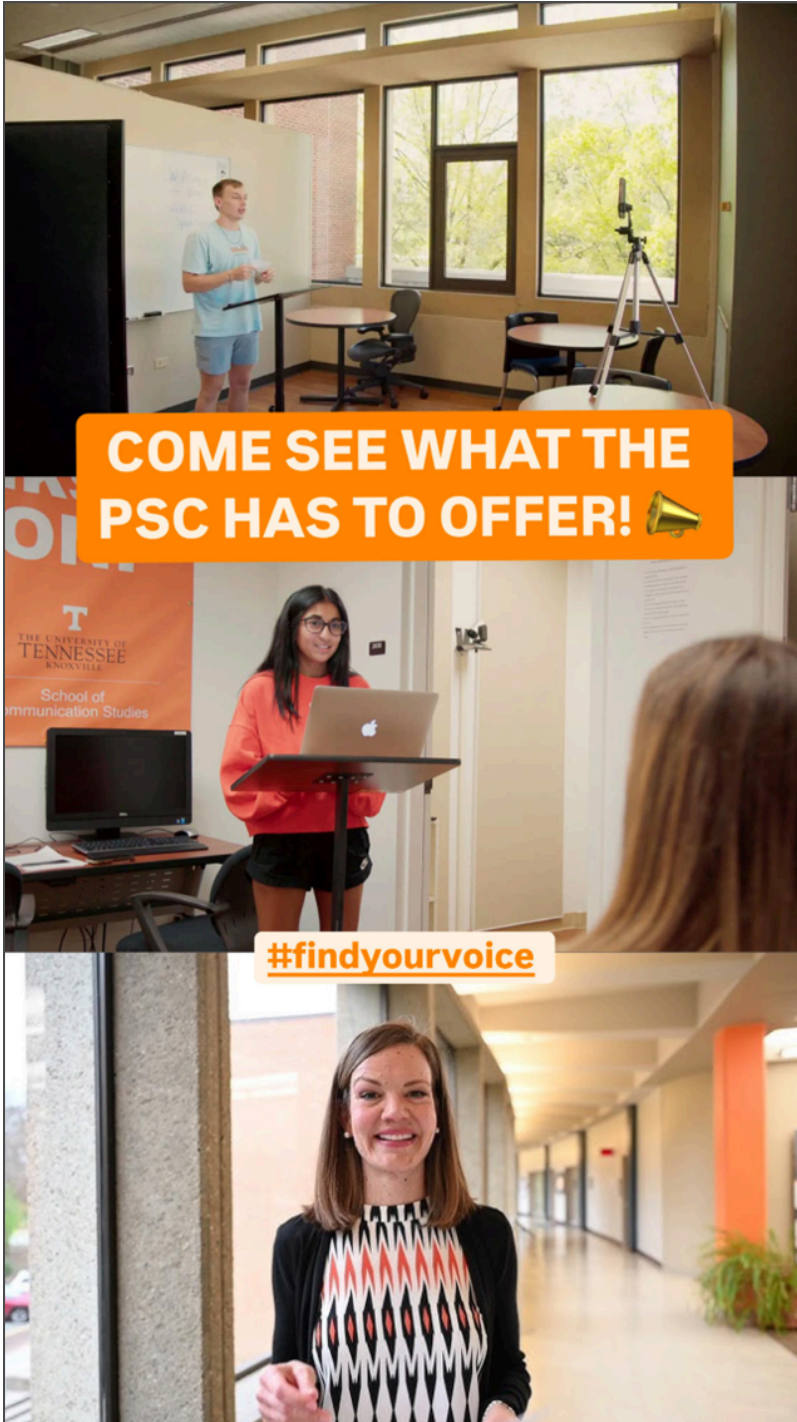
TACTICS

4. Create a map of the PSC's location and post it on Instagram with the hashtag #findyourvoiceutpsc.

PSC MAP
HODGES LIBRARY

*second floor

MORGAN COMMONS NORTH

OIT

VOL STUDY CENTER

MATH PLACE

220A

220B-D

PRACTICE PRESENTATOIN ROOM

WRITING CENTER 220F

PSC 220G ★

PSC MAP
COMMUNICATION & INFORMATION BUILDING

STAIRS

★

260

STAIRS
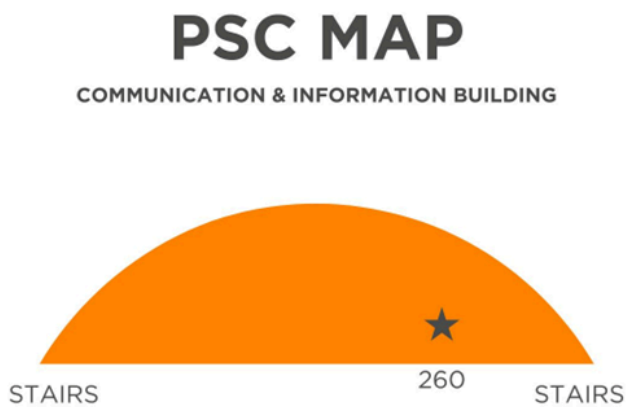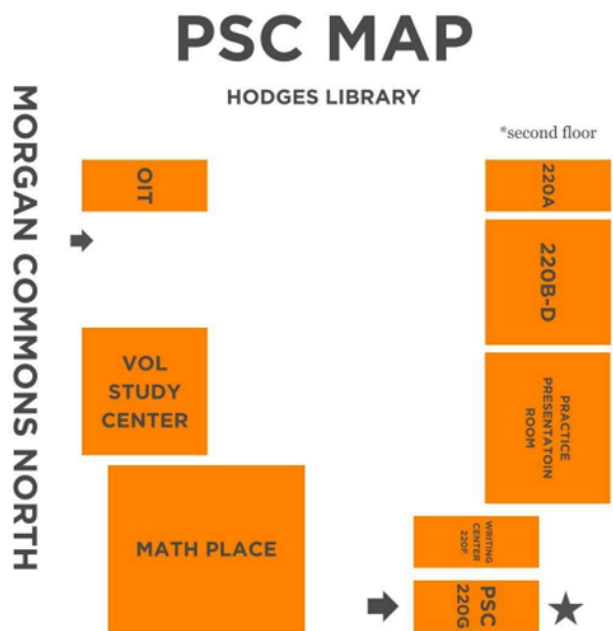
*second floor of CCI

TACTICS

5. Develop a script for a video with UT alum Peyton Manning focusing on the importance of effective communication and public speaking in career success.

Introduction to Communication and Career Success

Opening Scene: Visual of Peyton Manning walking onto Neyland Stadium field with upbeat music playing softly in the background.

Peyton Manning: "Hey Vols, it's Peyton. You might know from this very football field."

Visual: Cut to clips of young Peyton Manning playing for Tennessee.

Peyton Manning: "Today I want to talk to you about something that's just as important off the field (pause) the power of communication."

Visual: Close-up shot of Manning speaking to the camera.

Peyton Manning: "Effective communication is the true game changer. Whether you're speaking in front of a crowd, pitching an idea, participating in a job interview, or simply having a conversation, your communication has the power to shape your future. It's not just what you say but how you say it."

Visual: Peyton walks and talks while tossing a football.

Peyton Manning: "Good communication is like a great play in football. It requires preparation, timing, and a clear message."

Visual: Close-up of Peyton while he casually launches the ball.

Peyton Manning: "Want to know how I ended up here? (pause) Follow along to learn how I found success both in sports and business, and how it can take your career to the next level."

Visual: Fade to an orange screen with the PSC logo.

Visual: Fade back to Peyton standing outside of the CCI building.

Peyton Manning: "As a proud UT College of Communications alumni myself, I want you (points to camera) to find your voice."

Visual: Peyton walks into the PSC office and starts conversing with staff and students working inside.

Peyton Manning (Voiceover): "I'm so grateful to say that this school has had such a profound impact not just on my success, but on who I am."

Visual: Peyton greeting John Hoss in the PSC.

Peyton Manning (Voiceover): "My very own academic advisor from my time at UT, John Hoss, was committed to helping me find my voice. In return, I wanted to do the same for you. As a proud sponsor of UT's very own PSC, I encourage you to discover your public skills. Plan a trip to the PSC and meet the people who guided me toward success."

Visual and SFX: Video and music fades to black screen.

Text on screen: "Find Your Voice."

TACTICS

6. Publish monthly articles featuring UT alumni and professionals, discussing topics like public speaking tips, career advice, and real-world applications on socials, the PSC webpage, and the TOPS website.

Monthly Article Topics Planner

JANUARY

"Starting Strong: Setting Your New Year's Public Speaking Goals"
- Kick off the new year with advice from UT alumni on how to set goals to improve public speaking skills
- Techniques for overcoming nerves, preparing impactful speeches, creating engaging presentations, etc.

FEBRUARY

"The Art of Storytelling: Engaging Your Audience"
- UT professionals and alumni talk about the steps to create and perform an engaging speech
- How to make messages memorable

MARCH

"Through Your Screen: Mastering Online Presentations and Meetings"
- Covid and the rise of virtual meetings and presentations
- How to have a presence on camera, engaging digital audiences, and tech tools to enhance a speech

APRIL

"From Classroom to Boardroom: Translating Public Speaking Skills Into Your Career"
- UT alumni explain how they've applied their college public speaking skills and experience into their careers
- Success in pitches, presentations, interviews, etc.

MAY

"Silent Public Speaking: The Importance of Body Language"
- Experts and professionals discuss the pivotal role that non-verbal cues play in the success of a speech
- Posture, eye contact, gestures, facial expressions, etc.

JUNE

"The Tough Crowd: Public Speaking in Challenging Situations"
- How public speaking professionals handle tough crowds, answering difficult questions, staying cool under pressure, etc.

JULY

"Do's and Don'ts: Using Humor in Public Speaking"
- Professionals talk tips on how to effectively use humor in a speech
- When and how to land a joke

AUGUST

"Practice Makes Perfect: Alleviating the Fears of Public Speaking"
- Aimed towards underclassmen who might be taking a public speaking course
- UT professionals and alumni talk about overcoming anxiety with practice
- Feature campus public speaking resources

SEPTEMBER

"Leading With Your Voice: How Public Speaking Builds Leadership Skills"
- UT alumni who hold leadership positions discuss the role that public speaking plays in their success
- Leading and motivating a team, clear communication, building rapport, etc.

OCTOBER

"Vols Talk Tips: Public Speaking Advice from Former and Current Athletes"
- Special sports edition in the height of the college football season
- How vital public speaking skills are to an athlete's success
- Quotes from athletes like Peyton Manning, Hendon Hooker, and Nico Iamaleava

NOVEMBER

"Student Success: Public Speaking Journey's Told By Your Peers"
- Current UT students talk about how they developed solid public speaking skills
- Overcoming obstacles
- Advice from fellow students

DECEMBER

"Across Cultures: Tips for Global Communication"
- Prioritize solid communication skills in an ever-evolving interconnected world
- Cultural considerations in speaking and tailoring messages for diverse audiences

TACTICS

7. Make simple posters with questions like "Need help with public speaking?" and distribute them throughout campus (especially in busier parts like the library or Ped Walkway).
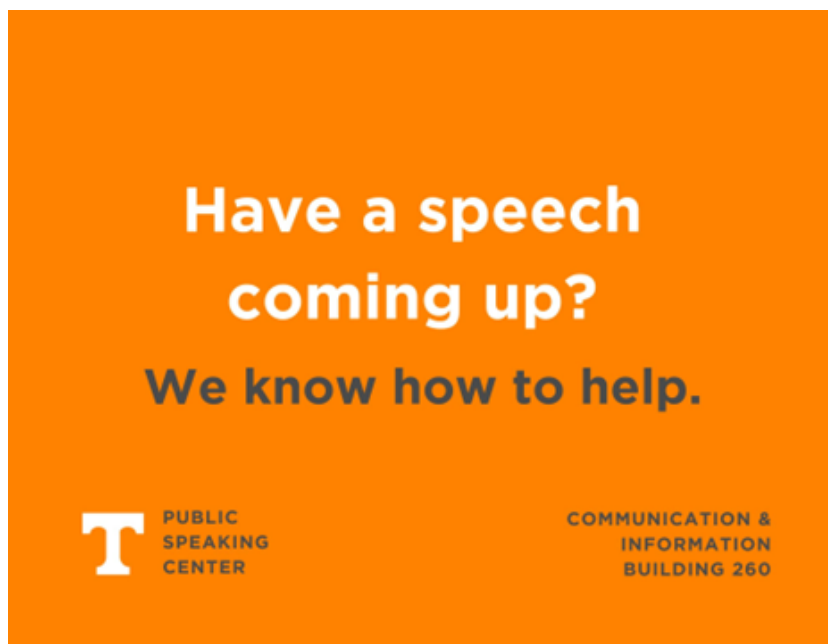
TACTICS

8. Put a QR code on every poster that will redirect students to the PSC website link.

TACTICS

9. Set up a table on Ped Walkway with PSC staff and hand out informational flyers with free snacks to students.

Come visit
Public Speaking Center!

research
composition
delivery
self-recording
+
any presentation
and speaking aid!

Located in Comm 260 and Hodges North Commons 220G
Walk Ins welcome! Zoom available!
@utkpsc on Instagram

#findyourvoice

TACTICS

10. Have sophomore JP Estrella of the men's basketball team post a reel of him going to and using the PSC on Instagram.

Video Script	Audio Script
A-Roll: The camera's point of view walks through the front doors of the public speaking center. A-Roll: The camera slightly pans around the corner and then walks up to JP in one of the soundproof studios as he's practicing a speech. He pops his head out of the door and looks at the camera. A-Roll: the camera pov goes up and down to look like the cameraman is nodding yes. A-Roll: the camera pov goes up and down to look like the cameraman is nodding yes (again). A-Roll: Video of JP walking into the public speaking center, saying hello to the front desk B-Roll: JP walking through the PSC, using the equipment and interacting with other students in the PSC A-Roll: JP standing in the conference/group study room	"Oh hey! Were you looking for me? "You want me to give you a tour of the public speaking center? " "Alright, let's do this!" "What's up y'all, my name is JP Estrella, and I'm a sophomore here at UT. When I'm not at practice or in class, you can find me here at the PSC!" Student athlete or not, we're all here to learn. The public speaking center has not only changed my attitude toward public speaking but has given me the tools to be confident when communicating in general. So, what are you doing on your phone?! Come check out the PSC and see it for yourself in the Communication & Information Building room 260. Peace!

TACTICS

11. Create an invitation for an athletes-only class where students can personally visit the PSC to work on a speech.

Calling All Athletes

COME JOIN US AT THE PUBLIC SPEAKING CENTER FOR TUTORING, SNACKS, AND STRESS RELIEF

Register Here!

March 10, 2025 CCI Building 260

TACTICS

12. Create a "Meet the Staff" post on Instagram and a section on their webpage that introduces staff, their backgrounds, and skills and emphasizes their willingness to help.

Meet the Staff
Megan Fields

110 likes

utkpsc MEET THE PSC STAFF: Dr. Megan Fields!
Dr. Fields is a UTK alum, coordinator of both public speaking centers, and director of public speaking! She finds joy in helping people reach their speaking goals, and encourages students to come visit her at the PSC! When not at the PSC, Dr. Fields enjoys yoga, hiking, reading, traveling, and serving as a sorority house director. Swing by the PSC and say hi to Dr. Fields!

TACTICS

13. Develop shareable student testimonials on social media and their website describing the relaxed and laid-back environment.

PLEASE COME HERE!!

★★★★★

I went to the library for help making an outline and Professor Pearson really helped me out and made me feel welcome. She gave me a template that I have now used in every speech throughout college! If you have no clue how to even make a speech, the PSC is a great place to go to!!

— *Avery Adams*

TACTICS

14. Create posters to hang around campus that encourage students to attend a PSC open house to tour the center, meet the staff, ask questions, and enjoy complimentary refreshments in a laid-back setting.

TACTICS

15. Create "Before and After" stories on social media and the website, where students describe their journey from public speaking anxiety to confidence with PSC's help.

STUDENT
Testimonial

When I walked into my public speaking class freshmen year, I panicked. I had intense public speaking anxiety and didn't even know where to start. I shared my concerns with my professor and she pointed me in the direction of the Public Speaking Center. When I first visited, my nerves completely diminished as soon as I walked into the room. The staff greeted me with warm smiles and genuinely wanted to help. I continued to visit the PSC before every speech that year. I ended the class with both an A and new found confidence. I never thought I would say that I actually enjoy public speaking, but I now can.

Olivia Wilson
★ ★ ★ ★ ★

@THEPSC

TACTICS

16. Create a downloadable public speaking basics checklist that can only be accessed through the TOPS webpage.

The Essential PUBLIC SPEAKING Checklist

PUBLIC SPEAKING CENTER

ONE WEEK BEFORE
- ☐ Plan practice sessions
- ☐ Practice 1-2 times on your own
- ☐ Practice 1-2 times in front of a friend (make sure to time yourself!)
- ☐ Prepare notecards, if allowed

ONE DAY BEFORE
- ☐ Do a full run-through of your presentation
- ☐ Double check your visual and audio aids are working
- ☐ Check and recheck your presentation's time and location

DAY OF
- ☐ Bring all necessary technology (i.e., laptop, chargers)
- ☐ Create a backup of your presentation
- ☐ Send presentation to your professor, if applicable
- ☐ Set up a timer
- ☐ Make sure you have your presentation notecards and/or can see them on the screen
- ☐ Arrive at least 10 minutes before your presentation
- ☐ Be prepared for potential questions

TACTICS

17. Develop a "PSC Tip of the Week" series on Instagram that links directly to articles and resources on the TOPS webpage (focusing on tips like structuring a presentation, managing nerves, and engaging an audience).

TACTICS

18. Create a promotional deliverable for UT communications professors to share on Canvas with their students.

UTK Public Speaking Center (PSC) and TN Online Public Speaking (TOPS)

Email: psc@utk.edu
Website:
https://cmst.utk.edu/student-experience/public-speaking-center

ABOUT US

How We Started

Beginning in 2009, the PSC was founded by John Haas and Payton Manning. Manning, an alum, wanted the Communications program at UT to have an experiential learning. TOPS (TN Online Public Speaking) was started around that time as well.

Vision

The PSC hopes to expand the PSC to become a premier tutoring center for students and faculty. TOPS hopes to become a national resource for anyone and everyone who needs public speaking help.

Mission

The PSC and TOPS' mission is to provide tools to help students become better communicators and feel confident in their public speaking abilities.

WHAT WE OFFER

Online Options and Zoom Appointments

TOPS is an online public speaking resource and the PSC offers Zoom appointments for those who are unable to attend in person.
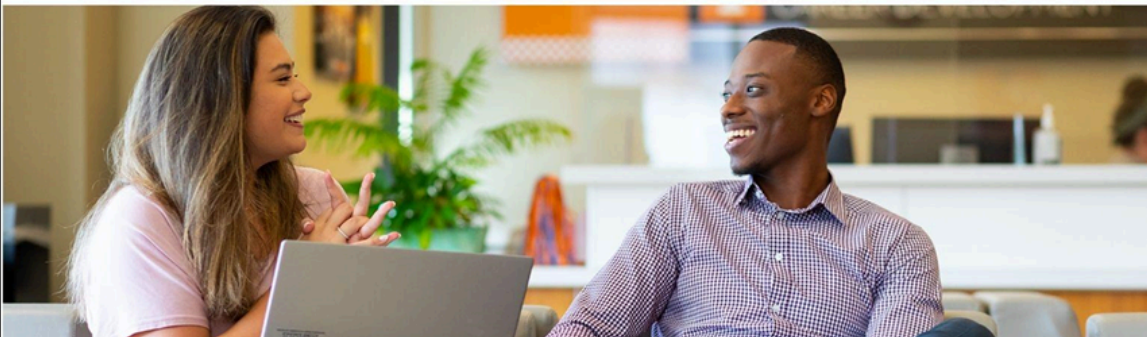
Personal Help

The PSC provides one on one help with faculty members or graduate students. These tutors help with visual aids, body language, research and outlines.

Exclusive Technology

The PSC has soundproof rooms, projectors, and easels for all of students needs.

VISIT OUR SPACE

We have two locations! Visit us at 260 CCI or Hodges Library North Commons 220 G.

TACTICS

19. Develop an interactive quiz that tells students about their public speaking strengths and weaknesses, linking them to tailored resources on the TOPS webpage.

PUBLIC SPEAKING QUIZ RESULTS

Mostly a's

You are a confident and skilled public speaker. Your preparation, engagement, and ability to handle pressure are impressive. Keep practicing to refine your skills, and consider mentoring others.

Mostly b's

You have a solid foundation in public speaking, but there are areas for improvement. Focus on organization, audience engagement, and handling nerves to take your pre-existing skills to the next level.

Mostly c's

Public speaking presents some challenges for you, but you're aware of where you need to improve. Focus on preparation, building confidence, and practicing with real audiences to gain that solid foundation that you've been searching for.

Mostly d's

Public speaking is a struggle for you, but with practice and guidance you can improve. Consider working on your confidence, preparation, and overall communication techniques. Practice with a supportive group and seek out resources to improve over time.

TOPS Resources

Speech Anxiety: https://tops.utk.edu/speech-anxiety
Visual Aid: https://tops.utk.edu/visual-aids-basics
Vocal Delivery: https://tops.utk.edu/vocal-delivery
Non-verbal Delivery: https://tops.utk.edu/nonverbal-delivery
Audience Feedback: https://tops.utk.edu/audience-feedback

Looking for more resouces? Visit **https://tops.utk.edu/** or plan a trip to the UT Public Speaking Center!

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REFERENCES

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APPENDICES

APPENDIX A

Survey Instrument

RQ 1: To what extent are students at the University of Tennessee aware of the PSC and TOPS?

How familiar are you with the Public Speaking Center at the University of Tennessee, Knoxville?

1. Never heard of it
2. I've heard of it but don't know what they do
3. I've heard of it and have an idea what its
4. I am pretty familiar with the Public Speaking Center
5. I'm very familiar with the Public Speaking Center

How familiar are you with the Tennessee Online Public Speaking Center at the University of Tennessee, Knoxville?

1. Never heard of it
2. I've heard of it but don't know what they do
3. I've heard of it and have an idea what its
4. I am pretty familiar with the Tennessee Online Public Speaking Center
5. I'm very familiar with the Tennessee Online Public Speaking Center

How did you find out about TOPS?

1. An instructor told me about it in class.
2. I read about it on a poster in the library.
3. One of my peers told me about it.
4. My First Year Studies Class introduced it to me.
5. I don't know about TOPS.
6. Other: please list

APPENDIX A

How did you find out about PSC?
1. An instructor told me about it in class.
2. I read about it on a poster in the library.
3. One of my peers told me about it.
4. My First Year Studies Class introduced it to me.
5. I don't know about the PSC.
6. Other: please list

Have you ever visited the PSC?
1. No.
2. Yes, but it's been more than a year since.
3. Yes, I have visited in the last 6 months to 1 year.
4. Yes, I have visited in the last 3-6 months.
5. Yes, I have visited in the last 3 months.

Have you ever used TOPS?
1. No.
2. Yes, but it's been more than a year since.
3. Yes, I have visited in the last 6 months to 1 year.
4. Yes, I have visited in the last 3-6 months.
5. Yes, I have visited in the last 3 months.

Do you know the difference between TOPS and the PSC?
1. Yes
2. No

APPENDIX A

RQ 2: What are UT students' current attitudes toward the Public Speaking Center?

If you have visited the PSC, how satisfied were you?
1. Not at all satisfied
2. A little satisfied
3. Neutral
4. Mostly satisfied
5. Completely satisfied
6. I have never been to the PSC.

If you have visited TOPS, how satisfied were you?
1. Not at all satisfied
2. A little satisfied
3. Neutral
4. Mostly satisfied
5. Completely satisfied
6. I have never been to TOPS.

I think the PSC could help me with my public speaking skills.
1. Strongly disagree
2. Slightly disagree
3. Neutral
4. Slightly agree
5. Strongly agree

APPENDIX A

I think the PSC could help me with my writing skills.
1. Strongly disagree
2. Slightly disagree
3. Neutral
4. Slightly agree
5. Strongly agree

I think the PSC could help me become more confident in my public speaking skills?
1. Strongly disagree
2. Slightly disagree
3. Neutral
4. Slightly agree
5. Strongly agree

RQ 3: What initiatives could the PSC use to engage with UT college students?

On a scale of 1-5 (with 1 being the lowest and 5 being the highest), how comfortable are you with public speaking?
1. 1
2. 2
3. 3
4. 4
5. 5

APPENDIX A

On a scale of 1-5 (with 1 being the lowest and 5 being the highest), how much anxiety does public speaking give you?

1. 1
2. 2
3. 3
4. 4
5. 5

Have you taken or are you currently taking a public speaking course at the University of Tennessee?

1. Yes
2. No

How do you get your information about on-campus resources? (multiple select)

1. I get my information from social media.
2. I get my information from newsletters.
3. I get my information from emails.
4. I get my information from friends and peers.

Where would you prefer to seek information about the PSC? (multiple select)

1. Social media platforms
2. University of Tennessee website
3. Email sign-up
4. Class session
5. Other:

If you have visited other help centers, what aspects did you like about the other help centers on campus? (open-ended)

APPENDIX A

RQ 4: What obstacles are preventing students from using the PSC and TOPS?

Where is the PCS located? Select all that apply.
1. Hodges Library
2. Student Union
3. Humanities and Social Sciences Building
4. Communication and Information College
5. Haslam College of Business

Which PSC location do you prefer?
1. Hodges Library
2. Communications and Information College

What hours of the day are you most likely to seek out help for a public speaking assignment?
1. Mornings (8-11 am)
2. Midday (11am - 2 pm)
3. Afternoons (2pm -5 pm)
4. Evenings (5pm - 8pm)

Are you more likely to seek public speaking help alone or with a friend/group of friends?
1. Alone
2. With a group of friends (not classmates)
3. With a group of classmates/peers

APPENDIX A

Do you feel that the locations for the PSC are easily accessible for you?
1. Not at all accessible
2. A little accessible
3. I do not know
4. Mostly accessible
5. Completely accessible

How likely are you to seek help at the PSC?
1. Not at all likely
2. Slightly likely
3. Neutral
4. Pretty likely
5. Very likely

If you answered the previous question with "Not at all likely", explain why. (open-ended)

Do you know how to access TOPS?
1. Yes
2. No

When you think about going to a center to receive help, what are you concerned about? Please rank the following in order of concern (with 1 being the most concerning and 4 being the least concerning).
1. I am worried about judgment from employees.
2. I'm concerned about appearing ignorant.
3. I wonder whether the people at the center will understand my needs.
4. I'm generally anxious about asking for help.

APPENDIX A

Demographic Information

How old are you? (open-ended)

What is your current year in school?
1. Freshman
2. Sophomore
3. Junior
4. 4th-year Senior
5. 5th-year Senior
6. Graduate Student

Which race or ethnicity best describes you? (Please choose only one).
1. American Indian or Alaskan Native
2. Asian/Pacific Islander
3. Black or African American
4. Hispanic/Latinx
5. White/Caucasian
6. Multiple ethnicity/Other (please specify)

What gender do you identify as?
1. Woman
2. Man
3. Transgender
4. Non-Binary
5. Not listed
6. Prefer not to reply

APPENDIX A

Do you belong to a sorority or fraternity?
1. Yes
2. No